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Montana Statewide Education Profile

K-12 Public Schools
School Year 1996-97

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Introduction

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It is my great pleasure to present to you the first *Montana Statewide Education Profile*. The profile is the culmination of a year-long discussion with the people of Montana concerning the information they find most useful when evaluating their schools. In the course of developing this profile, I met and talked with hundreds of Montanans in town meetings in 15 communities across Montana. At these meetings, concerned parents, educators and citizens helped focus on the questions and information that are addressed in this profile.

At the town meetings, Montanans were presented with ten topic areas and asked to identify those pieces of information that would best help them assess the quality of their schools in each topic area. The logo "What Montanans Want to Know," which appears throughout this document, indicates the questions that were raised most frequently at town meetings. A list of these questions is found in Appendix C.

The purpose of this profile is to present information about our K-12 public schools and students across a broad range of indicators of quality for K-12 public education. Focusing on any one indicator in isolation provides a limited picture of the achievements of our students and our public schools. By bringing these indicators together, my office strives to provide a comprehensive look at the strengths and weaknesses of our public education system.

The *Montana Statewide Education Profile* is a "living" document that will be posted and updated on the Office of Public Instruction's web site. It is my hope that this profile will be a useful tool for evaluating our public school system at the state level as well as being a model for individual schools and districts.

One message came through loud and clear at the town meetings: Montanans are very proud of our schools. Through the commitment and talents of our teachers, Montana students receive a high quality education. Schools maintain that quality through an active partnership with parents and community members. Montana's tradition of strong support for public schools crosses generations.

If Montana schools are to remain among the best, we will need to continue the community dialog on how best to provide a quality education for all our children. We need information that is accurate and relevant in answering the questions Montanans have asked. It is my hope that this profile provides the means to achieve that goal.

Nancy Keenan

State Superintendent

Acknowledgements

Authors:

Dori B. Nielson, Ed.D.

Joe Lamson

Catherine Love

Madalyn Quinlan

Publication and Design

Bob Howard, GHS Public Relations

Brent Cook, DesignSight

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Claudette Morton, Small Schools Alliance

OPI Web Site address: **http://www.metnet.state.mt.us**

Alternative Format:

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Table of Contents

Introduction ---- 1
Acknowledgements ---- 2
Table of Contents ---- 3
Executive Summary ---- 4
Montana Context ---- 8
Indicator 1: Program Offerings And Courses ---- 13
Indicator 2: Environment for Learning ---- 18
Indicator 3: Student Achievement ---- 24
Indicator 4: School Success ---- 30
Indicator 5: Student Services and Activities ---- 34
Indicator 6: School Finance ---- 36
Indicator 7: School Staffing & Teacher Characteristics ---- 41
Indicator 8: Student Involvement In Learning ---- 47
Indicator 9: School Facilities ---- 50
Indicator 10: Background Characteristics of Students ---- 53
Data Notes and Sources ---- 57
Glossary ---- 65
Appendices ---- 69

- Appendix A: School District Enrollment Size Categories
- Appendix B: School Districts and Special Education Cooperatives
- Appendix C: What Montanans Want to Know
- Appendix D: Questions to Ask Local Schools
- Appendix E: Program Level Descriptions
- Appendix F: Program Offerings by School Systems
- Appendix G: School Climate Surveys and References
- Appendix H: School District Policy Requirements
- Appendix I: School Standards Revision Process and Calendar
- Appendix J: 1996-97 Student Assessment Results
- Appendix K: 1996-97 Dropout Information
- Appendix L: Expenditures and Revenue per Student
- Appendix M: Student/Teacher Ratios by District Size Category
- Appendix N: Special Education Disability Categories

Executive Summary

Montana Education Profile at a Glance

Montanans want to know about their schools. They want information that will help them better understand the quality of education being provided to the children of our state and communities. This first *Montana Statewide Education Profile* presents a variety of indicators of quality in response to the questions most asked by the public. Many measures were considered. Some that were available provided little insight into educational quality. Other measures were not available, but could provide helpful information. Those measures will be researched for inclusion in the future.

Each measure included in the *Profile* represents a snapshot in time, but when combined with other measures, provides a clearer picture of education in Montana than any single measure could provide. The information can help identify strengths and weaknesses and assist decisions to target educational resources. Trends over time will be presented in future *Profiles*, and will provide additional insight into changes and progress in various areas.

The shape and character of the state of Montana impact the form and substance of the education that takes place within its borders. Public school education is provided by more than 460 school districts in this fourth largest state. The relatively small population is spread sparsely across the state. With only a few large communities, more than two-thirds of the school districts enroll fewer than 200 students. Students attend schools that range in size from one to 2,043 students.

The educational level of adults in Montana is high. Eighty percent have completed high school and 20 percent have college degrees. This fact has has implications for Montana's students. Higher scores for students on national testing, college readiness tests, or standardized achievement tests are closely related to higher education and income level of the parents.

The measures for the ten indicators show several high statewide percentages.

- Over 92 percent of the school systems provide additional services to students through special education programs and Title VI federal funds to assist with innovative programs.
- More than 64 percent of the school systems participate in the National School Lunch program and the federal Title I program to assist disadvantaged children.

Montana Education Profile at a Glance

- Once students reach their senior year, 93.6 percent graduate.
- District expenditures for instruction and services to students are 63.7 percent of total expenditures.
- Ninety-one percent of Montana schools meet the requirements of the Board of Public Education's Standards for Accreditation and receive regular accreditation status.
- Ninety percent of the large districts and 86 percent of the smaller districts receive the highest rating in fiscal audits or reviews.
- Nearly 100 percent of the teachers in Montana's schools have received Montana teacher certification.
- The average statewide attendance rate is 93.6 percent.

Several other measures show Montana comparing favorably to the national average.

- Students score well above the national average on state-by-state national testing, college readiness tests, and state achievement tests.
- Montana's dropout rate is lower than the national average.
- The nationally calculated student/teacher ratio for Montana is slightly lower than the national average.

Measures that show Montana below the national average include expenditures per student and the percent of high school graduates taking a core curriculum to prepare for college and other post-secondary education.

Overall, the measures reported in the *Montana Statewide Education Profile* provide a positive picture of education in Montana. Subsequent profiles will allow for observations over time. The *Montana Statewide Education Profile* is available on the Office of Public Instruction Web site *www.metnet.mt.us*. That data will allow local districts to use the statewide profile as a model for providing profiles at the district level.

Montana Education Profile at a Glance

Montana Context

Educational level of adults (1990 Census data)

Completing high school	81%
Possessing a college degr ee	20%

Indicator 1: Program Offerings and Courses

Participation in largest programs for special needs

Program	Percent of school systems
Special Education	93%
Title VI	92%
School Foods	66%
Title I	64%

Students taking cor e curriculum

National	Montana
61%	58%

Indicator 2: Environment for Learning

Results of local surveys of school climate

Local infor mation

Indicator 3: Student Achievement

National Assessment of Educational Progress (NAEP)

	Montana	
	Grade 4	Grade 8
Math 1990		2nd highest
Math 1996	4th highest	2nd highest
Science 1996		2nd highest
Reading 1994	6th highest	

Montana achievement test reporting

Percent of students scoring Pr oficient and Advanced, i.e. in stanines 5 thr ough 9:

		Montana		
Subject	Nat'l	Grade 4	Grade 8	Grade 11
Reading	60%	71.7%	74.8%	76.8%
Mathematics	60%	70.0%	71.7%	73.1%
Science	60%	76.5%	78.4%	80.7%
Social Studies	60%	73.8%	76.7%	76.8%
Language Ar ts	60%	69.5%	72.3%	70.5%

Indicator 4: School Success

Completion of high school

Percent of seniors graduating	93.0%
High school dr opout rates	5.5%

Accreditation of schools

Percent of schools with r egular accr editation	91.0%

Montana Education Profile at a Glance

Indicator 5: Student Services and Activities

Staff to student ratio

Elementary Guidance Counselor	1 to 449
High School Guidance Counselor	1 to 301
Librarian	1 to 451

Indicator 6: School Finance

Expenditures

Reported as Instruction and Services to Students 63.7%

Fiscal management of school districts:

Larger school systems—	
Percent with unqualified audits	90%
Smaller districts —	
Percent with five or fewer findings	86%

Indicator 7: School Staffing and Teacher Characteristics

Average student/teacher ratio

National: 17.0 Montana: 16.3

Percent of Montana teachers certified 99.9%

Indicator 8: Student Involvement in Learning

Average attendance

	Present	Absent
Elementary	94.8%	5.2%
Middle Grades	93.5%	6.5%
High School	81.7%	8.3%
K-12 Overall	93.6%	6.4%

Indicator 9: School Facilities

Inspections and evaluation of local facilities

Local information

Indicator 10: Background Characteristics of Students

Percent of students served in largest programs for special needs

Program	Percent
Free and Reduced Lunch	29.3%
Title I	19.7%
Special Education	11.3%

Montana Context

Big Sky Country

Montana is a vast state of 147,046 square miles with a population of 878,810 (1997 est.). The population density is 6 persons per square mile. Fifty-three percent of Montanans live in communities with 2,500 or more residents. Forty-seven percent live in communities with fewer than 2,500 residents.

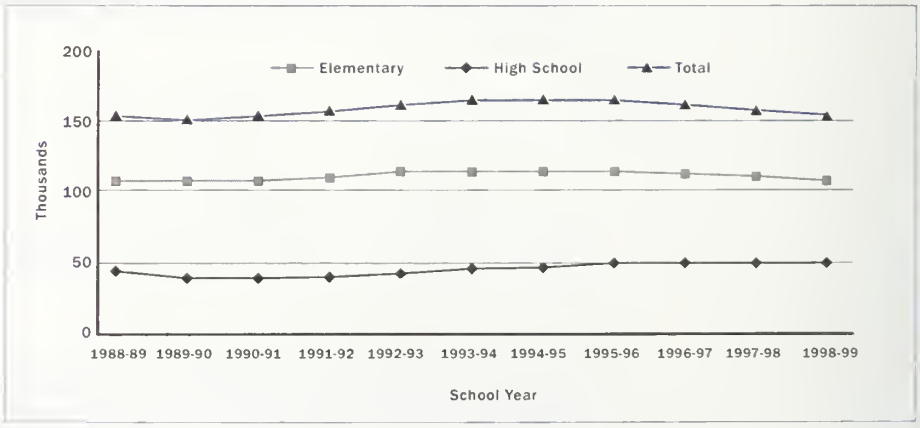
Ninety-three percent of Montanans identify themselves as white and six percent of Montanans identify themselves as Native American.

In the 1996-97 school year, approximately 19 percent of Montana's population was enrolled in the K-12 public school system.

School Enrollment

After climbing for more than five years, public school enrollment began to decline in 1996-97. The drop in enrollment is driven by falling enrollment in the early grades. The decline in elementary school enrollments began in 1994-95. High school enrollment has grown since 1990, but is projected to begin declining in 1999-2000.

CHART A-1: Public School Enrollment Trends



Students in Montana attend school districts of vastly different sizes. For presentation purposes, this profile categorizes school districts by enrollment size. In 1996-97, Montana had 457 operating school districts. Of note is that 38 percent of public school students are enrolled in the 14 largest districts while one percent of students are enrolled in the 113 smallest districts. The vast diversity of school district sizes has important policy implications. Requirements and funding arrangements must be designed and implemented in a way that is suitable for all districts. Table A-1 shows the district size categories that are used throughout this *Montana Statewide Education Profile* and enrollment within each category.

TABLE A-1: District Size Categories and Enrollment, 1996-97

Category	District Description	Enrollment
1E	Elementary greater than 2500 students	40,815
2E	Elementary 851 to 2500 students	25,304
3E	Elementary 401 to 850 students	12,927
4E	Elementary151 to 400 students	15,414
5E	Elementary 41 to 150 students	6,372
6E	Elementary 40 or fewer students	1,602
1H	High School greater than 1250 students	21,732
2H	High School 401 to 1250 students	10,093
3H	High School 201 to 400 students	5,631
4H	High School 76 to 200 students	5,059
5H	High School 75 or fewer students	1,582
1K	K-12 400 or more students	11,819
2K	K-12 less than 400 students	6,114

Non-public school enrollment, which includes private and home school enrollment, has shown a slight increase as a percentage of total school enrollments. In 1994-95, non-public school enrollment comprised 6.6 percent of the total K-12 enrollment. By 1996-97, that non-public school share had grown to 6.8 percent.

TABLE A-2: Montana K-12 Public, Private, and Home School Enrollment

Year	Public School	Private School	Home School	Combined
1994-95	164,341	8,587	2,910	175,838
1995-96	165,507	8,498	3,159	177,164
1996-97	164,627	8,648	3,275	176,550
1997-98	162,335	8,791	3,801	174,927
1998-99	159,988	8,672	3,412	172,072

K-12 Governance

The State Superintendent of Public Instruction is a constitutionally established office, elected for a four-year term. The state superintendent has general supervision of the K-12 public schools and districts.

The State Board of Public Education consists of seven members appointed by the Governor. The board establishes K-12 accreditation standards for schools, sets policies for teacher certification and licensure, and regulates the distribution of state equalization aid to schools. The Governor, Commissioner of Higher Education, and State Superintendent of Public Instruction are ex-officio non-voting members of the board.

Educational Services

In 1996-97, educational services were provided to Montana public school students in 886 schools and 21 special education cooperatives. Special education cooperatives provide services to special needs students in participating school districts within a designated geographic area.

The per-pupil cost of providing educational services in Montana is less than the national average. According to the National Center for Education Statistics, the national average for current expenditures per pupil was $5,957 for 1996-97. In Montana, the average for current expenditures per pupil was $5,746 or slightly below the national average. Appendix B lists public school districts and special education cooperatives.

Educational Attainment

The educational attainment of the adult population is an indicator of the skills and knowledge of the state's population and the capacity of the workforce to adjust to changes in the economy. Completion of high school or college can lead to better job opportunities and higher pay. The U.S. Census (1990) reports that 81percent of adults in Montana, age 25 years and older, completed high school or college. Twenty percent of the population holds a bachelor's, graduate or professional degree.

TABLE A-3: Educational Attainment 25 Years and Older, Montana
Source: US Census, 1990

	Persons	Percentage
Less than 9th grade	41,144	8.1%
9th to 12th, No Diploma	55,325	10.9%
High School Graduates	170,070	33.5%
Some College	112,236	22.1%
Associate Degree	28,555	5.6%
Bachelor's Degree	71,610	14.1%
Graduate/Professional Degree	28,911	5.7%
Total	507,851	

According to the National Center for Education Statistics, Higher levels of education also correspond to lower rates of welfare recipiency. For example, in 1996, 25- to 34-year-olds who had dropped out of high school were nearly three times as likely as high school completers who had not gone to college to receive income from Aid to Families with Dependent Children (AFDC) or other public assistance programs.

Income Measures

U.S. Census data (1990) reports that the average income for Montana families was $33,358. The Montana average compares to a national average of $ 43,803. The average income for married couples (84 percent of households) in Montana is 211 percent greater than the average for single female householders and about 30 percent greater than the average for single male householders.

TABLE A-4: Income by Marital Status With and Without Children, Montana
Source: US Census 1990

	# of Families	Percent of Families	MEAN Income
All Families	213,625		$33,358
Married Couple	179,099	83.8%	$36,267
with own children	86,022	40.3%	$37,127
with no children	93,077	43.6%	$35,473
Male Householder, No Spouse	8,641	4.0%	$25,676
with own children	4,845	2.3%	$21,120
with no children	3,796	1.8%	$31,490
Female Householder, No Spouse	25885	12.1%	$15,794
with own children	17595	8.2%	$12,634
with no children	8290	3.9%	$22,502

Children Living with Working Parents

U.S. Census data (1990) reports that 92 percent of Montana's children under 18 years of age live with their parents. Of this group of children, 80 percent live with two parents and 20 percent live with only one parent. For one-third of these children, the parents in the household are working full-time. Another third of the children have at least one parent who is not working outside of the home.

TABLE A-5: Children Living With Parents, Montana
Source: US Census 1990

	Number	Percent
Children 18 or under	214,074	
Children with Two Parents	171,269	80.0%
Both Parents work 35+ hours a week	51,765	30.2%
One or neither parents work 35+ a week	59,380	34.7%
Only one parent works 35+ hours a week	46,477	27.1%
only one parent works less than 35+ hours a week	9,184	5.4%
Neither parent works	4,463	2.6%
Living with One Parent	42,805	20.0%
Single Parent in labor force		
35+ hours a week	19,630	45.9%
At work less than 35 hours a week	10,985	25.7%
Not in labor force	12,190	28.5%

1 Program Offerings And Courses

Curriculum and supportive programs of local schools, based on clear standards, provide a solid academic basis to help all students succeed.

Are students offered courses that meet their needs?

The courses offered by local schools are based on standards established by the State Board of Public Education, as well as decisions by local district officials. Districts are responsible for incorporating the state standards for academic subject areas into their curriculum, as well as organizing and extending those basic requirements to meet the needs of all the local students and their community.

An overall requirement is that the programs provide students the opportunity to obtain the attitudes, concepts, skills, and knowledge to meet the academic standards set out in the accreditation rules. Table 1-1 lists the study areas required by the rules for the various program levels. See Appendix B for program level descriptions.

TABLE 1-1: Montana Standards of Accreditation: Montana Academic Requirements

Elementary	Middle School	Jr. High and 7 & 8	High School	Graduation	ACT
will provide an education program that gives students the opportunity to meet learning goals	will include in the program	will offer annually	will provide over 4 years	will include course requirements*	Core Curriculum**
Study Areas					
English/Language Arts	X	1 unit	4 units	4 units	4 years
Social Studies	X	1 unit	3 units	2 units	3 years
Mathematics	X	1 unit	3 units	2 units	3 years
Science	X	1 unit	3 units	2 units	3 years
Health Enhancement	X	1 unit	1 unit	1 unit (1/2 per year)	
Visual Arts	X	1/2 unit	2 units Fine Arts	1 unit Fine Arts	
Music	X	1/2 unit			
Vocational/Practical Arts	X	1/2 unit	2 units	1 unit	
Second Languages	X	1/2 unit	2 units		
Exploratory Courses	X	1/2 unit			

* A total of 20 units are required for graduation – the listed 13 specified by the Montana Accreditation Standards, and an additional 7 which may be specified by the local Board of Trustees

** American College Testing (ACT) defined college preparation courses

Information provided by the American College Testing Program (ACT) from college readiness test results indicates that students who take a strong basic program of study in high school will be more successful in college. The scores are substantially higher for those students taking a "core" curriculum. Table 1-1 provides a description of the core curriculum defined by ACT.

The type and level of courses offered are determined at the local level. Instruction may be delivered in a variety of ways, including using technology or correspondence courses if the program meets state standards and is approved by the local board. Programs and course offerings that extend beyond the general programs may be funded with grants from additional federal, state, or private funding sources. Table 1-2 summarizes the number of school systems that provide additional programs using additional funding sources.

TABLE 1-2: Additional Funding Sources to Provide Program Offerings, 1996-97

Program Funding Sources	State or Federal	Number of School Systems	Percent Participation
Total School Systems		349	
Special Education	Both	325	93%
Innovative Educational Programs - Title VI	Federal	322	92%
School Foods	Federal	226	65%
Helping Disadvantaged Children - Title I	Federal	224	64%
Safe and Drug-Free Schools - Title IV	Federal	168	48%
Eisenhower Professional Development - Title II	Federal	142	41%
Vocational Education	State	140	40%
Gifted and Talented	State	87	25%
Carl Perkins Vocational Education	Federal	86	25%
Systemic Initiative - Montana Math & Science (SIMMS)	Federal	49	14%
*Other	Both	53	15%

* Other includes Adult Basic Education, Learn and Serve, and Emergency Immigrant

The Office of Public Instruction (OPI) collects information about courses offered at each high school. Currently, high school courses cannot be compared or compiled based on the title of the course. Many courses have generic titles such as Math 1, Science, or Sophomore English, and do not identify the content of the courses. Students who transfer from one high school to another or to post-secondary levels find their transcripts provide little information to assist with appropriate academic placement. Joint committes of K-12 and higher education personnel have begun addressing solutions that may reduce the problems currently being encountered.

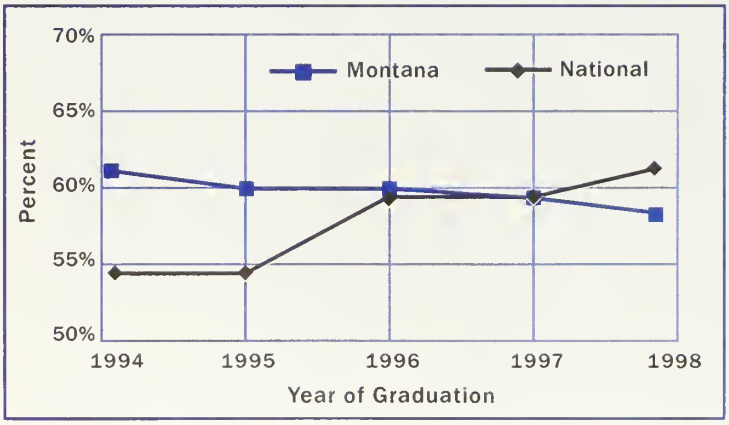
Information is available concerning the preparation of Montana high school students in the Advanced Placement (AP) Program. Students may take courses that include college-level material to prepare them to take AP exams. Several colleges grant credit or appropriate placement to students who do well on the exams. In Montana in 1996-97, 69 percent of the exams were scored 3 or higher, which is generally the accepted level for post-secondary consideration. At the national level, 63 percent of the exams were scored 3 or higher. Table 1-3 shows Montana high school level participation in AP courses and exams in 1996-97.

TABLE 1-3: Advanced Placement Program in Montana, 1996-97

AP Participation	Number
Candidates	1,157
Exams	1,572
Grades of 3 or higher	1,092

Information provided by the American College Testing Program (ACT) shows a national trend toward more students taking core curriculum. Between 1994 and 1998 the portion of ACT test-takers who took core curriculum rose from 54 percent to 61 percent. The data for Montana indicates an opposite trend. In 1994, 61 percent of the Montana graduates who took the ACT also were taking core curriculm. By 1998 that number had declined to 58 percent. Chart 1-1 shows the trend over five years.

CHART 1-1: Percent of ACT Test-Takers Who Took Core Curriculum



Are the school programs and days structured to meet student and staff needs?

Local schools districts have the flexibility to adjust the hours of the students' school day to meet local needs, as long as the statutory requirement is met for the minimum number of days and total hours for the year. Local districts also establish their school calendar. Most school years begin the last week of August and end either the last week of May or the first week of June.

TABLE 1-4: Requirements for Length of School Year

Level	Days	Hours	Daily Avg.
Kindergarten			
All Year-Half Day	180	369	2hrs
Half Year-Full Day	90	360	4hrs
Grades 1-3	180	720	4hrs
Grades 4 - 12	180	1080	6hrs

Note: Graduating seniors may have 5 fewer days and 30 fewer hours

Many districts provide programs that are non-traditional, flexible, or designed to meet local needs. Statewide data is not available concerning these programs, but they include non-graded classrooms, Montessori programs, alternative programs, flexible block scheduling, schools-within-schools, transitional first classes, and other structures and choices that meet local needs.

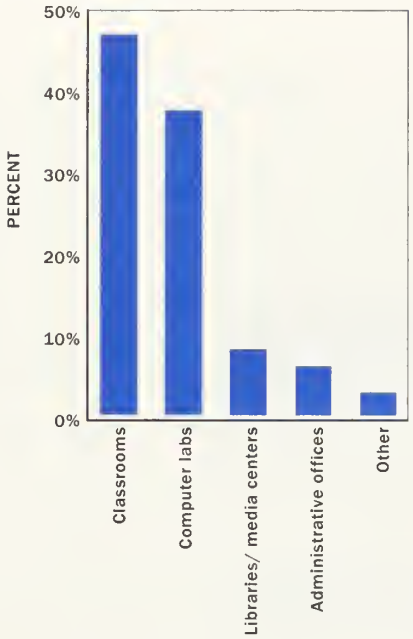
Are materials available and appropriate teaching methods used?

Little information is available at the state level concerning local materials and instructional strategies. Most information concerning materials is best obtained from local sources. However, some state-level information is available regarding the availability and use of technology in schools.

A survey conducted in early 1997 by Quality Education Data (QED) provided information about the use of technology in Montana schools. Language Arts and Mathematics were the academic areas identified as making the most use of technology to assist teaching and learning. The instructional area identified as most using the Internet was Social Science. The other program areas showed insignificant use of technology for instruction.

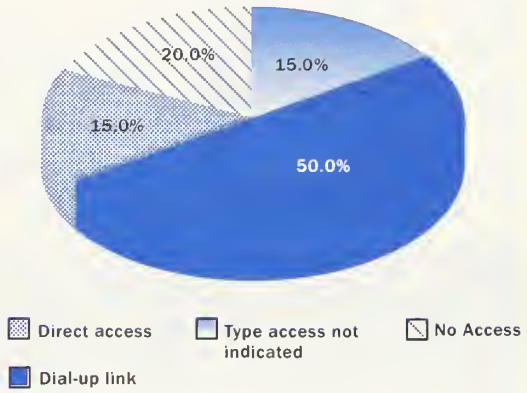
Program Offerings And Courses

CHART 1-2: Location of Computers in Montana Schools, 1996 - 1997



It appears the majority of computers in the schools are available for student use, either in the classroom or computer lab.

CHART 1-3: Montana Schools and the Internet, 1996-97



Eighty percent of the reporting schools indicated they had Internet access, but direct on-line access was available for only 15 percent of the schools. Half the schools indicated they could access the Internet through dial up telephone line connections. Another 15 percent did not identify the type of access.

ADDITIONAL REFERENCES:
APPENDIX F: Program Offerings By School Systems
APPENDIX E: Program Level Descriptions
Indicator No. 3: Student Achievement for information about ACT testing
Indicator No. 5: Student Services and Activities for information about support services for students

Questions To Ask Local Schools

What process is used to review, evaluate, and revise program offerings to match the identified needs of the students and community?

Are students given opportunities to understand and use technology? Learn second languages? Explore personal interests? Achieve high academic standards? Utilize references and external resources through the library, technology, and the Internet?

How has the school schedule been adjusted to meet identified local needs?

Are materials up to date: textbooks, library materials, laboratory facilities? If not, what would it take to update them?

2 Environment for Learning

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

What are the local attitudes toward schools?

The "feel" or climate of a school and its relationship to the community provides the setting in which learning is expected to take place. The Montana Board of Public Education recognized the importance of school climate by adopting administrative rules which direct local boards of trustees to:

- encourage cooperation among staff, students, parents, trustees, and the community;
- evaluate staff turnover and determine if excessive;
- create teaching and learning conditions that meet educational goals and attract quality staff;
- respect the rights of all learners through policies, procedures, and rules;
- offer stereotype-free programs and services;
- provide programs and services for identified needs of at-risk students;
- inform students of the school's expectations and of students' rights and responsibilities;
- encourage students to take responsibility for their education;
- encourage the active involvement of parents in their children's education and in their school; and
- provide community members with opportunities for active roles in developing educational goals.

Montana statutes and administrative rules give guidance and require school boards to have written policies on issues such as education philosophy, equity issues, attendance, and student assessment to assure equitable treatment of students and staff. Schools are required by law to make their policies available to the public and school staff.

The climate of an individual school or classroom is difficult to measure at a statewide level. However, a visit to the school to talk with teachers, administrators, and students is an excellent way to assess the climate of the school. Surveys and questionnaires may help assess the climate in schools and communities. Examples of the type of questions in school climate surveys include those listed in Table 2-1.

TABLE 2-1: Types of Questions in School Climate Surveys
Source: Yale Child Study Center, Copyright 1994, Emmons, Haynes, and Commer

	Strongly Disagree	Disagree	Agree	Strongly Agree
For Students				
The behavior of students at my school is good ...				
At my school, teachers are fair to everyone ...				
My school is usually too noisy ...				
For Parents				
My child feels that he/she can learn at this school ...				
This school encourages parent involvement in the day-to-day activities of the schoo ...				
At my child' s school, I have the chance to give my view on school matters ...				
For Teachers				
Teachers at this school try to make school work exciting for students ...				
Students are treated the same regardless of social class ...				
This school is usually clean and tidy ...				

How involved is the community with the schools, and vice-versa?

The involvement of schools with the community broadens the environment in which learning takes place. Schools may be involved with the community in a variety of ways. The following table contains a few examples of that involvement.

TABLE 2-2: School Involvement with Community

Type of Project	Example
Providing Information	Butte Middle School students test water quality and map results for use by the county through the K-12 technology mapping (GIS) project.
Volunteer Projects	Elementary students in Broadus conduct a food drive for the needy as part of a Learn and Serve Project.
Performances	Jefferson County High School has an award-winning drama club that performs locally and in various communities on request. Recent productions have included *Annie Get Your Gun, The Accident, The Helen Keller Story,* and *A Christmas Carol.*
Recording Local History	Bigfork students work with community members to collect history about Bigfork in the roaring 1920s as part of the Montana Heritage Project.

Creative communities explore many ways to be involved in their local schools. Community support can take many forms, as shown by the examples in the following table.

TABLE 2-3: Community Involvement with School

Type of Involvement	Example
Classroom Volunteers	Helena parents and community members volunteer in the classroom by reading with students
School-Business Partnerships	Area businesses and Rapleje Public Schools work together to provide students with knowledge and experience about the work world through guest speakers and work experience for teachers and their students.
Shadowing Programs	Polson students shadow workers at local businesses to explore career options.
Mentors	Hamilton High School students work with scientists at medical research lab.
Scholarships and Student Recognition	Service organizations across Montana give scholarships and awards to students.
Collaborative Projects	The Stories Project at Billings Riverside Middle School is a collaborative project between Billings-area arts organizations, local businesses, and the school to give at-risk youth a positive pathway for development through the arts.

What are some community factors that impact the student environment?

Children do not learn in a vacuum. The daily circumstances of their lives affect their ability to learn. Stress, illnesses, fragmented family structures, and financial difficulties impact all families at one time or another. Communities that provide resources to children and their families help provide an enriching and stable environment for learning. Accessible social services programs, the café that provides a welcoming and safe after-school hangout, affordable day care opportunities, the library that gives kids a quiet place to do homework and dream as they browse the bookshelves or the Internet, and the neighborhood center that help kids mediate their conflicts are all examples of community services that support kids.

Local communities that are strapped for money or that face geographic isolation find providing services and youth programs a huge challenge.

Some of the services available in communities include:

- Parks and Recreation Programs
- Youth Centers
- Youth-Friendly Businesses
- Social Services Offices
- Mental Health Services
- Libraries
- Youth Activities
- Food Banks
- Housing Projects
- After School Programs

Are the schools safe?

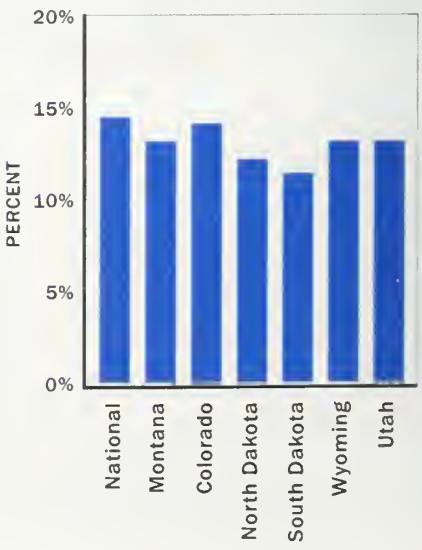
All children should be able to attend schools that are safe. National surveys indicate that schools are one of the safest places children can be: safer than the mall, parks, downtown, or even home. Although, accidents and incidents of violence cannot be eliminated, many can be prevented. School policies can require annual safety inspections of the playground, sanitation inspections of the cafeteria, and general inspections of all buildings. School policy can also address the issue of bringing a weapon to school, since an obvious predictor of violence is access to a weapon.

One of the most important aspects of school safety is prevention. Violence can escalate from insults to more serious violent behavior. Many schools have adopted prevention programs aimed at curbing the escalation of violence and substance abuse. The Violence Continuum from the CARE Initiative of Montana illustrates the escalation of violent behavior.

Of the available data on the safety of schools and the well-being of youth, the *Youth Risk Behavior Survey* (YRBS) provides the best look at the behavior of students. The survey contains a variety of questions categorized into six topics: injuries, tobacco use, alcohol and other drug use, sexual behaviors, dietary behaviors, and physical activity.

Chart 2-1, a graph of fighting on school property is an example of data from the Montana YRBS survey compared to data from other states and the nation. Complete summary information of the YRBS data for Montana is available from the Office of Public Instruction (OPI).

CHART 2-1: Percentage of Students Who Were In At Least One Physical Fight on School Property During the Last 12 Months
Source: 1997 Youth Risk Behavior Survey



Montana Gun-Free Schools statutes require school district trustees to expel, for not less than one year, any student who has brought a firearm to school. The law allows school district trustees the right to modify the expulsion requirement on a case-by-case basis. These expulsions must be reported to OPI.

The definition for "firearms" does not cover all types of weapons (e.g. knives) and schools have not had to report suspensions or expulsions for other types of weapons. Therefore the number of expulsions reported under the Gun-Free Schools Act provides only a narrow perspective for judging the safety of schools and does not accurately reflect the number of weapons brought into Montana's schools.

Montana statutes (MCA 20-5-201 and 202) provide guidance on suspension and expulsion policies, but local school administrations and the boards of trustees establish and enforce those policies. During the 1998-99 school year, OPI will collect and report more extensive data on suspensions and expulsions for violence-related incidents.

TABLE 2-4: Student Expulsions under the Gun-Free Schools Act

School Year	Number of Expulsions
1995 - 96	18
1996 - 97	12
1997 - 98	17

ADDITIONAL INFORMATION:
APPENDIX G: School Climate Surveys and References
APPENDIX H: School District Policy Requirements
Indicator No. 5: Student Services and Activities for information on extra-curricular activities

Questions To Ask Local Schools

Has the school conducted a climate survey? What were the results?

How does the climate of the school impact the students' ability to learn?

How do the discipline policies of the school district affect school safety?

What community resources could help support a positive learning environment?

Are local board policies easy for the public to access and review?

3 Student Achievement

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

Are there clear standards and expectations for what students should know and be able to do?

The Montana Board of Public Education adopted standards in 1989 for what all children should know and be able to do at the end of grades 4, 8, and 12 in the areas of mathematics, reading, science, communication arts, social studies, health enhancement, technology, second languages, fine arts, vocational/practical arts, library media, and guidance. The standards were developed by a group of Montana parents, educators, and the public, working together in Project Excellence.

Those standards are currently being reviewed by another group of Montana parents and educators. A calendar of the full schedule for the standards review process is included in Appendix I. Some of the highlights include:

- June 1998 - public hearings on revised mathematics and reading standards
- September 1998 - adoption of mathematics and reading standards
- Spring 1999 - public hearings on revised standards for science, communication arts, health enhancement, technology, and world languages
- Fall 1999 - adoption of science, communication arts, health enhancement, technology, and world languages
- In 2000 - review of standards for social studies, fine arts, vocational/practical arts, and library media

The 1999 Legislature will be asked to provide the necessary funding for professional development activities that will enable teachers to incorporate the new standards into their curriculum and teaching. The alignment of testing and assessment with the standards will also be included in order to determine student progress toward meeting the revised standards.

How do student test scores compare with other Montana districts, states, and countries?

Montana Statewide Testing

In order to determine if students are making progress toward meeting the standards, the Montana Board of Public Education requires statewide annual reporting of test results:

- for all students in grades 4, 8, and 11;
- in the areas of mathematics, reading, language arts, science and social studies;
- on a norm-referenced, standardized test approved for use by the Montana Board of Public Education; and
- from tests given each spring.

The following table lists the tests given and the portion of students who took each test in 1996-97. See Appendix J for the 1996-97 Student Assessment Report presented to the Montana Board of Public Education.

TABLE 3-1: Percent of Students Tested on Tests Used by Montana Schools, 1996-97

Tests	Percent of Students Taking Tests
Iowa Test of Basic Skills (ITBS)	38.5%
Comprehensive Test of Basic Skills (CTBS)/Terra Nova	33.2%
Stanford Achievement Test	17.2%
California Achievement Test (CAT)	1.8%
Metropolitan Achievement Test (MAT)	0.4%
Not tested	9.0%

The test results are reported to the Office of Public Instruction (OPI) to be compiled. Montana statutes require OPI and local districts to release the test results to the public. When viewing the results from several districts, it is important to recognize the following limitations:

- districts choose different tests for local reasons;
- several versions of the approved tests may be in use;
- the test may or may not be aligned with curriculum and standards;
- the results are from a single snapshot in time;
- some reporting includes special education students and some does not; and
- some schools tested all the students in the grade, some tested as few as 22 percent.

Given those limitations, the test results were reported for each school by (OPI) in a format that grouped students into four broad categories of achievement to attempt to better communicate information about how students performed on these tests. For each subject tested, students were grouped from the lowest scores in the Novice level to the highest scores in the Advanced level. The four levels were identified as Novice, Nearing Proficiency, Proficient, and Advanced. See *Appendix J, Intreperting Montana Test Scores* for descriptions of the four levels.

When the scores for students are observed as distributed across the four categories, schools have better information available for focusing programs and resources than they would have if they used only average scores.

TABLE 3-2: Montana Statewide Test Results, 1996-97

Subject & Grade	Percent of Students at Each Level			
	Novice	Nearing Proficiency	Proficient	Advanced
Reading				
Grade 4	13.8%	14.4%	57.3%	14.6%
Grade 8	12.0%	13.1%	57.5%	17.3%
Grade 11	10.4%	12.8%	62.0%	14.8%
Math				
Grade 4	16.3%	13.8%	55.3%	14.7%
Grade 8	14.3%	14.2%	55.4%	16.3%
Grade 11	12.6%	14.2%	56.6%	16.5%
National Average	23.0%	17.0%	49.0%	11.0%

Over 70 percent of Montana 4th, 8th, and 11th grade students scored at the Proficient and Advanced levels in all five subject areas for their respective grade levels. This compares to the national average of 60 percent of the students attaining those performance levels. The testing results for Montana students have been higher than the national average for all years of the reporting requirements, consistent with results of other types of achievement testing. Also consistent is that science is the subject area with the highest scores.

Test results for all schools for all five subject areas are available in a format similar to Table 3-2, for school years 1995-96 and 1996-97. State and federal confidentiality statutes protect the rights of individual students. As a result, OPI does not release data that could identify individual students, but instead combines data from very small schools into one "small schools" category.

The Montana Board of Public Education is currently taking steps to align its testing requirements with the content included in the newly adopted content and performance standards, so that test results will better reflect student progress toward meeting established academic goals.

College Readiness Exams

High school graduates across the nation take college readiness tests as they prepare for college. Nearly 60 percent of Montana's high school graduates participate in the American College Testing (ACT) college readiness exam, and approximately 22 percent take the College Board SAT college readiness exam. Both tests are considered predictors of college performance. Students individually choose to take these tests and pay the costs involved with their participation. The results of both tests show Montana students consistently ranking among the top-scoring students. Student average scores were higher than Montana on the ACT in only nine states. Seven of those states had only 2 to 18 percent of their graduates taking the exams. The lower the percentage of students taking the exam, the more likely they are to be the highest-achieving students. Over half of Montana's high school graduates take the ACT, and Montana still scores well above the average.

TABLE 3-3: Montana and National ACT/SAT Scores 1995 through 1998, and Percent of Graduates Tested

	ACT – Maximum Score 36				SAT – Maximum Score 800					
	Montana		National		Montana			National		
Year	Average Score	Percent of Grads	Average Score	Percent of Grads	Average Score Verbal	Average Score Math	Percent of Grads	Average Score Verbal	Average Score Math	Percent of Grads
1998	21.9	57%	21.0	37%	543	546	24%	505	512	43%
1997	21.9	58%	21.0	36%	545	548	22%	505	511	42%
1996	21.7	57%	20.9	35%	546	547	21%	505	508	41%
1995	21.8	57%	20.8	37%	549	553	21%	504	506	41%

The National Assessment of Educational Progress (NAEP)

The NAEP assessment has sampled student performance at the national level for more than 25 years. Every other year since 1990, NAEP has also been conducted as a state-by-state test. Montana students in grades 4 and 8 have participated in the math, science, reading, and writing exams and have scored extremely high on all test results that have been released to date.

TABLE 3-4: National Assessment of Educational Progress, Montana

Subject & Year	Grade	Score Nationwide
Math		
1990	8	2nd highest
1996	8	2nd highest
1996	4	4th highest
Science		
1996	8	2nd highest
Reading		
1994	4	6th highest
1998	4	to be released in March 1999
1998	8	to be released in March 1999
Writing		
1998	8	to be released in November 1999

The Third International Mathematics and Science Study (TIMSS)

In 1995, an international assessment was conducted in 41 nations to determine how students performed in mathematics and science. The Third International Mathematics and Science Study (TIMSS) reported that the United States ranked below the average for the 41 nations. A major discovery from the study was that the curriculum in math and science in many American schools was broad and not very deep. For most other countries with higher scores, the curriculum was more focused and had greater subject depth.

An additional study linked the results of the NAEP state-by-state assessment with the TIMSS results to determine how 8th grade students in each state might have scored had they taken the TIMSS math and science tests. The results indicated Montana students would have outperformed students in 40 of the 41 countries (except Singapore) in science, and 35 of the 41 countries in math. On all standardized, norm-referenced measures - state tests, college readiness tests, or national assessments - Montana students score near the top. Science stands out as the strongest area of performance on all measures.

What kinds of recognition of student achievement are provided?

Academic recognition begins in the classroom and is reinforced by the parents, schools, and communities. Creative use of the news media highlights accomplishments using honor rolls, participation in academic competitions, class projects, state and national awards, and scholarships. Communities and schools can assist students to seek academic challenges that extend beyond the classroom and the school. Some of those opportunities include:

- Academic summer camps
- Odyssey of the Mind
- Montana Academic Challenge
- Artists in the Schools
- Signatures from Big Sky
- Math Olympiad
- National Geography Bee
- Youth for Justice
- Future Problem Solving
- Knowledge Master
- International Baccalaureate
- Junior Great Books

OPI coordinates the Byrd Scholarship program, which provides financial assistance for graduates with outstanding academic credentials. Students in Montana high schools who graduate at the top of their classes are awarded tuition scholarships at units of the Montana University System.

In cooperation with the Office of the Commissioner of Higher Education, OPI provides certificates of recognition to those Montana graduating seniors who score in the top 10 percent on any part of the ACT. In 1996-97, 928 certificates were awarded to students in 135 of Montana's 173 public high schools.

ADDITIONAL INFORMATION:
APPENDIX I: Calendar for Standards Revision
APPENDIX J: 1996-97 Student Assessment Results
Indicator No. 1: School Programs and Course Offerings
Indicator No. 2: Environment for Learning

Questions To Ask Local Schools

Does the school have clear expectations for what students should know and be able to do at each grade level?

How is the school using student achievement results to provide programs that meet student needs and improve teaching and learning?

What can the community do to assist with academic challenges and recognition for local students?

4 School Success

Completion of high school significantly increases the opportunities for students to lead successful lives.

How many students complete high school?

High School completion is viewed from two perspectives, the portion of students who graduate and the portion who drop out.

Graduates

Each year, Montana schools are required to provide the Office of Public Instruction (OPI) with enrollment and graduation information. The data indicates that once students reach the 12th grade level, a high percentage graduate in each racial/ethnic category. Throughout the past decade, 94 percent of Montana's 12th grade students graduated from high school. Table 4-1 reports the number and racial/ethnic background of the 1996-97 Montana high school graduates.

TABLE 4-1: Montana High School Graduates, 1996-97

Categories	12th Grade Enrollment	Total Graduates	Percent Graduating
Total	**11,018**	**10,322**	**93.6%**
White	9,985	9,394	94.1%
American Indian	707	636	90.0%
Hispanic	181	171	94.5%
Asian	88	77	87.5%
Black	57	44	77.2%

Between 1993 and 1997, the number of youth ages 16-19 receiving General Education Development (GED) certificates increased much faster than the number of high school graduates: the GEDs increased by 67 percent, high school graduates by 10 percent. American Indians represent a much higher portion of GED recipients than high school graduates: 17 percent of GEDs,and six percent of high school graduates.

TABLE 4-2: Montana High School Graduates and GED Recipients Ages 16-19

Year	High School Graduates	GED Recipients Ages 16-19
1992-93	9,389	820
1996-97	10,322	1,367
Change 1993 to 1997	933	547
% Change	10.0%	67.0%
% Am. Indian in 1997	6.2%	17.0%

Dropouts

The impact of students dropping out of school is significant, not only for the students involved, but for society as a whole. A 1994 study conducted by the U.S. Department of Education identified the difficulties dropouts encounter. The study found that 25 percent of recent dropouts were unemployed or not attending post-secondary programs compared to 4 percent of high school graduates. Dropouts also tended to have children at younger ages. Employed dropouts earned about 40 percent of the average salary of their peers with high school diplomas.

Each fall Montana schools provide prior year dropout data for grades 7 through 12. The 1996-97 Montana Statewide Dropout Report included information from 98 percent of Montana's high schools. Key findings included:

- 2,888 students dropped out of Montana schools in 1996-97.
- The overall dropout rate for Montana high schools was 5.5 percent.
- The overall dropout rate for Montana in grades 7 and 8 was 0.6 percent
- A "typical" Montana dropout was a white male who left school in his freshman or junior year.
  - three-fourths of dropouts were white, one fourth from minority groups
  - 56 percent were male
  - 51 percent dropped out in grades 9 and 11
  - 55 percent of the dropouts were from the seven largest high school districts, which account for 40 percent of state student enrollment
  - American Indian high school students experienced a 19.4 percent dropout rate compared to 4.6 percent for white students

Appendix K provides tables of dropout information for gender and racial groups by district size category.

Montanans Want to Know

What is the school's accreditation status?

The Montana Board of Public Education establishes standards for the accreditation of elementary and secondary schools. Montana's accreditation standards establish the foundation for a system of quality education for all Montana children, regardless of where they live, and determine eligibility for state equalization funding.

Each year every Montana public school reports information to OPI that relates to fulfilling the Montana Accreditation Standards and Procedures. The accreditation standards include required courses to be offered, expectations for what students should know and be able to do, student assessment rules, the certification requirements and duties of teachers and administrative staff, class size and teacher load restrictions, library and guidance counselor ratios, professional staff development requirements, and means for promoting a positive school climate.

The accreditation information is analyzed, and the superintendent of public instruction recommends the accreditation status of each school to the Board of Public Education. Schools meeting the accreditation standards are given regular accreditation status. Those not meeting some accreditation standards receive accreditation "with advice" or "with deficiency." Schools with a second year "advice" or "deficiency" status are required to submit a plan for improvement to OPI. Table 4-3 summarizes the accreditation status of Montana public schools from 1994-95 to 1997-98.

TABLE 4-3: Montana Public School Accreditation, Status 1994-95 to 1997-98

Status	1994-95		1995-96		1996-97		1997-98	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Regular Accreditation	854	96%	835	94%	809	91%	829	94%
Accreditation With Advice	25	3%	43	5%	62	7%	42	5%
Accreditation With Deficiency	9	1%	10	1%	15	2%	13	1%
Not Receiving Accreditation	0	0%	0	0%	0	0%	0	0%
Total	888		888		886		884	

An additional 11 private schools requested and received Montana accreditation in 1996-97.

The most common reasons for schools being placed on advice status were:

- lack of appropriate number of administrators;
- lack of program offerings in music and second language in grades 7 and 8; and
- the third or fourth occurrence of a specific deviation from accreditation standards.

The most common reason for schools being placed on deficiency status was the use of non-certified teachers.

What do graduates do upon completion of high school?

Reports released by the U.S. Department of Education indicate that approximately 54 percent of Montana high school graduates enter a post-secondary institution within the first year following high school graduation. Within several years, 71 percent of the graduating class will have entered a post-secondary program.

Many Montana schools attempt to collect information on their graduates, but the information is often limited to seniors self-reporting their immediate plans upon graduation. The high mobility of families, differing time frames and strategies for pursuing careers, and economic constraints are factors that complicate the gathering of such information.

General information about the status of graduates several years after graduation might be obtained through a concerted effort to coordinate information available in several state and federal agencies, for example: unemployment and welfare information, post-secondary agencies, military recruitment records, social security data, and other agencies that maintain records of persons.

ADDITIONAL INFORMATION:
Appendix K: 1996-97 Dropout Information
Indicator No. 1: School Programs and Course Offerings for program information
Indicator No. 2: Environment for Learning for impact on school success
Indicator No. 10: Background Characteristics of Students for information on student body characteristics

Questions To Ask Local Schools

What does the school have to celebrate?

How many 9th through 12th grade students graduate from high school?

Are there different rates of graduation based on gender, ethnic origin, or economic status?

Does the district have an aggressive program to lower dropout and truancy rates?

Are the schools fully accredited? If any schools are not meeting accreditation standards, what strategies are in place to meet those standards within a reasonable time period?

What information is available on what happens to students once they graduate from high school?

5 Student Services and Activities

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

What counseling and career guidance is available?

The school accreditation standards of the Montana Board of Public Education require a minimum equivalent of one full-time guidance counselor for every 400 K-8 elementary students and for every 400 high school students. Schools with less than 125 students must employ or contract with a certified, endorsed school guidance specialist or seek alternative means to meet the required guidance standards. If a school district uses alternative means to meet this standard, they must submit a description of their alternative to the Office of Public Instruction (OPI) to be approved by the Board of Public Education.

Guidance counseling is intended to help individual students develop their personal, social, educational and career planning skills. Career and academic resources are also provided through library and media services. The accreditation standards include minimum staff time requirements for librarians, based on school size.

In order for one counselor to effectively reach 400 students, counseling services must be prioritized, and innovative and cooperative arrangements must be made.

TABLE 5-1: Number of Guidance Counselors and Librarians in Montana Schools, 1996-97

Type of Specialists	Full-time Equivalent (FTE)	Specialist/Student Ratio
Elementary Guidance Counselors	241	1/449
High School Guidance Counselors	166	1/301
Librarians	352	1/451

Are intramural and extracurricular student activities available?

Whether the event is an elementary grade school program presented in the evening for parents and community members or the division championship high school basketball game, student activities play a role as part of student services.

Student Services and Activities

State level data is not available on all activities available in schools, but the Montana High School Association (MHSA) regulates those extracurricular activities at the high school level that are interscholastic.

The Montana High School Association is a non-profit corporation formed to supervise and administer MHSA-sanctioned interscholastic activities which include:

- Band
- Chorus
- Drama
- Orchestra
- Speech
- Basketball-girls
- Basketball-boys
- Cross Country-girls
- Cross Country-boys
- Football-boys
- Golf-girls
- Golf-boys
- Soccer-girls
- Soccer-boys
- Softball-girls
- Swimming-girls
- Swimming-boys
- Tennis-girls
- Tennis-boys
- Track-girls
- Track-boys
- Volleyball-girls
- Wrestling-boys

In order for high school students to compete in these programs, the school must be a member of MHSA and meet certain requirements. They must be:

- accredited by the Montana Board of Public Education;
- have annual authorization from the local school board;
- pay annual membership dues; and
- file an annual membership form.

An analysis of five years of participation in MHSA-sanctioned activities revealed that the larger the school, the more activities the school was to offer. However, in small schools a greater percentage of the student body was involved. In addition to extracurricular, interscholastic activities, most schools offer students opportunities to participate in a variety of clubs and student government. All of these programs provide additional opportunities for students to develop specific skills and interests.

Questions To ask Local Schools

Does the school have adequate resources to meet the counseling needs of the students?

How much emphasis is placed on career guidance?

What portion of the student body participates in activities?

What activities are available to students within the school district?

Are there opportunities for the community to provide resources to broaden the scope of student activities?

6 School Finance

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

How much does it cost to educate a student ?

Educational costs vary by size of school, programs, and grade levels. Looking at the financial reports from Montana school districts in 1996-97, the average costs were:

- $5,163 per student in an elementary (K-8th grade) district
- $6,444 per student in a high school (9-12th grade) district
- $5,848 per student in districts that budget and report for K-12 combined
- $5,585 per student as a statewide average

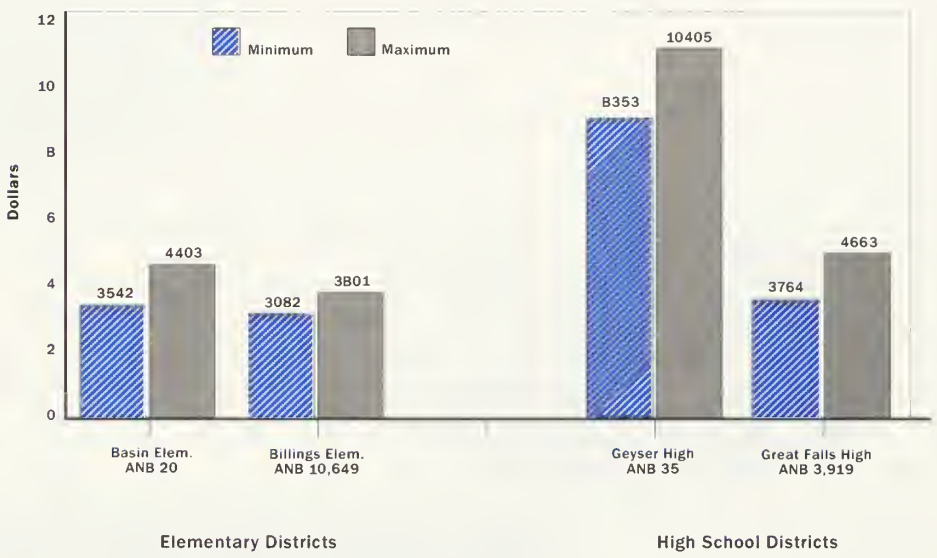
When the costs are examined by size of school district, the average cost per student costs varies less among the size categories than within categories. For example, the per student costs between the elementary district-size categories range from $4,635 for 1E to $5,687 in 5E, a difference of $1,052 (23 percent). District per student costs within category 3E range from $4,015 to $7,884, a difference of $3,869 (96 percent). Appendix L provides a table of the range of costs per student by district-size category.

The average cost per student are determined using current expenditures of school districts and the "average number belonging" (ANB) which is a student count used for funding purposes. Current expenditures include expenditures for the annual operation and maintenance of the school district, including salaries and benefits, supplies, equipment, and purchased services. Current expenditures do not include long-term expenditures, which are expenditures for school facilities, school buses, debt service and other items purchased in one year but intended as an investment in the operations of the district.

Montana has designed its funding system to recognize that expenditures per student vary among size categories and grade levels. For school general fund budgets, the state imposes a minimum (BASE) and maximum budget for each school district.

Chart 6-1 provides examples of the ranges in allowable general fund spending per pupil for small and large school districts per for the 1996-97 school year.

CHART 6-1: Range in Allowable General Fund Spending Per Pupil, 1996-97



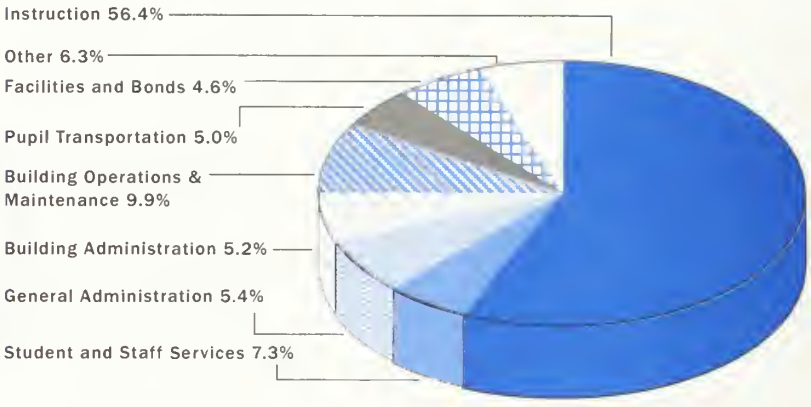
The funding system is also designed to recognize the higher cost of special education services. Districts receive block grant monies from the state for special education based on enrollment and are reimbursed when the district's special education costs are considered excessive. For many districts in Montana, special education services are provided through membership in special education cooperatives. The members share specialists and receive more cost-effective services than the districts provide individually. A map showing the boundaries of the special education cooperatives is found in Appendix B.

Montanans Want to Know

How is the money spent?

Slightly less than two-thirds of Montana's educational dollar is spent on instruction and services to students. Approximately 10 percent is spent on district and building administration, another 10 percent for building operations and maintenance. The remaining 15 percent is spent for pupil transportation, facilities and bonds, and other purposes.

Chart 6-2: Expenditure Categories, 1996-97

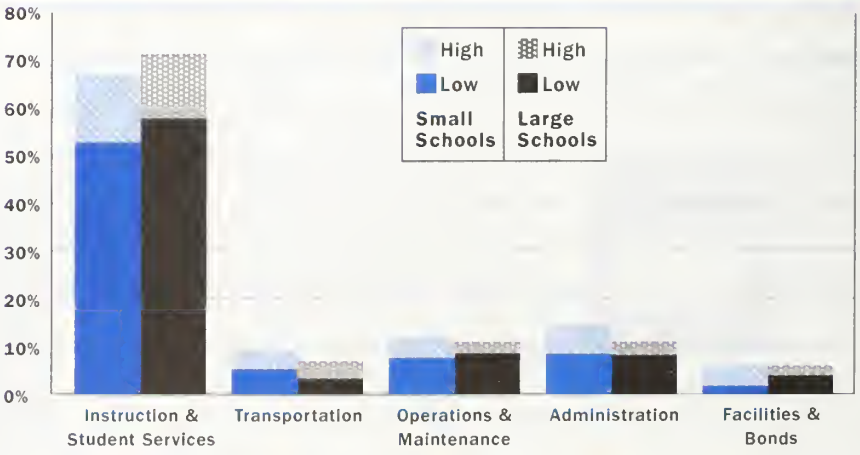


Definitions of spending categories are provided in the Data Notes and Sources.

Larger districts are more able than small districts to target expenditures toward instruction and student services. Elementary districts are able to channel a greater share of resources toward instruction and student services than high schools. Smaller districts spend a greater share of their budgets on transportation and administration.

TABLE 6-3: Ranges Within Spending Categories, 1996-97

	Instruction, Student & Staff Services		Transportation		Operations & Maintenance		Administration		Facilities & Bonds	
District Size	Low	High	Low	High	Low	High	Low	High	Low	High
Large Schools 1E,1H,2E,2H	58.4%	70.6%	3.2%	6.3%	9.2%	11.7%	8.5%	10.9%	4.1%	5.9%
Small Schools 3E-6E, 3H-5H, 1K,2K	52.4%	66.5%	5.0%	9.5%	8.8%	12.6%	9.2%	14.7%	1.9%	4.8%



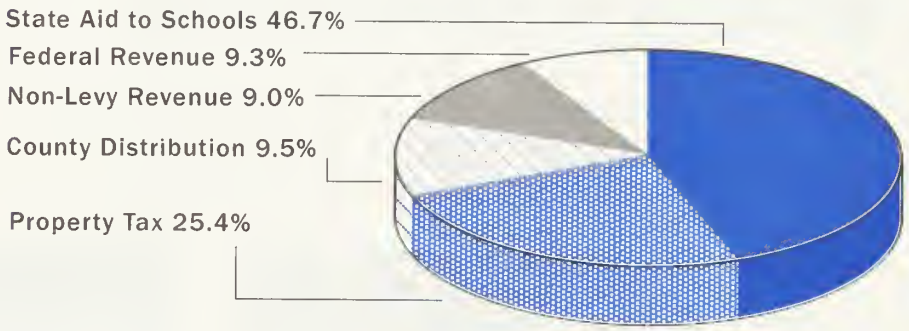
Montanans Want to Know

What are the district's revenue sources?

The operating revenues of a school district come from five sources: state aid to schools, local property taxes, county distributions for retirement and transportation, non-levy revenue, and federal monies.

- State aid to schools makes up the largest share of school funding at 47 percent.
- Local property taxes provide 25 percent.
- County distributions, non-levy revenue, and federal monies each contribute approximately 9 percent of the total.

CHART 6-3: School Revenue Sources, 1996-97



State Aid to Schools

The Montana Constitution mandates that "the legislature shall provide a basic system of free quality public elementary and secondary schools. ...It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic and elementary and secondary school system." Montana has responded to the mandate in a number of ways.

- The legislature has chosen to provide equalization aid for school district general fund expenditures (including special education), transportation, retirement and school facilities. The state does not provide funding for bus purchases, tuition, adult education, or projects funded from the district's building reserve.
- Direct state aid and special education payments are provided to all districts based on the student count (ANB). This funding supports the district general fund budget. State transportation aid is provided to districts based on the transportation routes approved by the county transportation committee.
- Guaranteed tax base (GTB) subsidies raise the tax yield of school districts and counties to the levels guaranteed by the state funding formula. A form of tax base subsidies are provided for school district general fund levies, countywide retirement levies, and debt service levies.

In 1996-97, 192 elementary districts, 108 high school districts, and 42 K-12 districts received GTB subsidies to support the district general fund. Thirty-four counties received GTB aid for the county retirement levy, and 35 school districts received school facility payments to assist with debt service payments.

Montanans Want to Know

Is the local budget well-managed?

School districts are audited on a regular basis in accordance with Generally Accepted Accounting Principles (GAAP). Larger school districts are audited in accordance with GAAP audit procedures. Smaller school districts receive a financial review every 4 years for the most recently completed fiscal year.

Upon completion of an audit, the auditor provides an opinion of the financial records and practices of the school district. An unqualified opinion is the highest rating; an adverse opinion is the lowest rating. For schools receiving financial reviews, the fewer findings the better.

Tables 6-4 and 6-5 show Montana school districts are fiscally well-managed. Of the 239 school systems that were audited for the 1996-97 school year, 90 percent of the systems received unqualified audit opinions. Of the 22 school systems receiving financial reviews, the majority of these districts had five or fewer findings for the reporting period.

TABLE 6-4: Audited Districts, 1996-97

Audits	No. of School Systems
Unqualified GAAP	216
Qualified GAAP	22
Disclaimer	0
Adverse	0
Total Audits	239

TABLE 6-5: Reviewed Districts, 1996-97

Reviews	No. of School Systems
No Findings	0
1-5 Findings	17
6-10 Findings	3
11 or more Findings	0
Total	22

ADDITIONAL INFORMATION
APPENDIX B: School Districts and Special Education Cooperatives
APPENDIX L: Expenditures and Revenue per Student

Questions To Ask Local Schools

How are the financial resources allocated between schools and programs in the district? Does the allocation reflect district priorities?

What are the links between how district financial resources are used and improved teaching and learning?

What factors have affected the allocations of funding over time (i.e. declining enrollment, school construction, staff turnover, experience level of staff)?

How does the district communicate school finance information to the public?

7 School Staffing & Teacher Characteristics

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of this interaction, which is influenced by a variety of factors.

How many students are in each classroom?

The Montana Board of Public Education, through its accreditation requirements for schools, specifies maximum class sizes to ensure a conducive learning environment for all students.

TABLE 7-1: Montana Standards of Accreditation: Class Size

Grade Levels	Maximum Class Size*
Kindergarten, Grades 1 and2	20 per class
Grades 3 and 4	28 per class
Grades 5 through 12	30 per class
One-teacher schools	18 students
Multi-grade classes	maximum number for the lowest grade

*If class size maximums are exceeded, rules require that an aide be assigned to the class for one and one-half hour for each child over the maximum – an overload of two students would require an aide for three hours per day. Four students over the maximum is the limit; an overload of five students is considered excessive. Districts may officially request that they remain at the former class size levels for Kindergarten through grade 2 (24 for K, 26 for Grades 1 and 2). The size limits do not apply to choral or instructional music groups.

The number of students in a classroom varies widely from district to district and within districts and schools. The numbers are affected by the availability and size of classrooms, the number of students enrolled, and a district's priorities and resources.

A substitute measure for classroom size is the student/teacher ratio. When calculated at a national level for all states, the student/teacher ratio in Montana was 16.3 in 1996-97. That figure was lower than the national average of 17.0, but higher than the averages in 21 other states.

A student/teacher ratio is not the same as the actual number of students in a classroom. A ratio includes the full-time equivalent (FTE) count for all teachers in the school, not just the self-contained classroom teacher. It also includes the portion of the day when a teacher has preparation time or study hall assignments. A statewide average provides general information, but does not reflect the differences that occur between large and small

schools in a very rural state. In 1996-97, Montana schools ranged in size from Great Falls High School with 2,043 students, to three elementary schools with 1 student each. When the 1996-97 data was aggregated for Montana by level and district-size category, the information in Table 7-2 was obtained.

TABLE 7-2: Montana Students Per Teacher by Category, 1996-97

District-Size Category	Elementary	High School
1E and 1H	17.1	17.6
2E and 2H	16.5	17.4
3E and 3H	15.5	14.8
4E, and4H	14.9	12.4
5E and 5H	11.1	8.3
6E	8.6	—
1K	15.9	15.8
2K	11.9	9.5
Overall	15.5	15.4

The teacher full-time equivalents (FTE) used to calculate the ratio include Title I and special education teachers. At the elementary level, the FTE also include teachers of music, art, health enhancement/ physical education and gifted education as well as those who teach in other specialty areas.

The Title I and special education teachers are 13 percent of the total elementary FTE. At the middle school and 7th and 8th grade levels, the special education and Title I teachers represent 10 percent of the teaching force; at the high school level they represent eight percent. If those teachers were not in the calculation, the ratio would increase by about two students at each level and category except the 5E and 6E groups. If the additional specialty teachers were removed from the elementary calculations, the ratios would increase by about five students.

The table indicates that for all except the two largest district-size groups, 1E-1H and 2E-2H, the high school student/teacher ratios are lower than the elementary ratios. The overall state ratios are approximately the same at the elementary and high school levels.

The student/teacher ratio ranges for each group, listed in Appendix M, show widely varying figures in each size category except the groups 1E-1H and 1K.

What is the quality of the education staff – experience, skills, turnover?

The Montana Legislature, in order to "establish a uniform system of quality education and to ensure the maintenance of professional standards" (20-4-101, MCA), specifies that no person shall be permitted to teach in the public schools of the state without a teacher or specialist certificate or an emergency authorization.

To meet the accreditation standards, certified teachers must be endorsed in the subjects they are assigned to teach, and librarians, guidance counselors, and administrators must have the proper endorsements. For example, a teacher certified to teach in an elementary self-contained classroom may not be assigned to teach math at the high school without specific certification and endorsement. Nor may a science teacher be assigned to teach English without an endorsement. Schools or districts with staff who are assigned to teach in areas outside their certification or endorsment areas are cited in the accreditation reports.

TABLE 7-3: Teaching Assignment by Subject Area and Program Level, Full-time Equivalent (FTE), 1996-97

Full-time Equivalent Staff					
Teaching Assignment	**Elementary**	**Middle/7-8**	**High School**	**Total**	**% of Total**
Elementary self-contained classroom	3,863	–	–	3,863	37.6%
English	26	316	506	848	8.2%
Special Education	394	148	193	735	7.2%
Math	10	243	415	668	6.5%
Science	8	237	382	627	6.1%
Social Studies	10	234	345	589	5.7%
Health Enhancement	170	171	234	575	5.6%
Music	180	117	97	394	3.8%
Title I	227	60	64	351	3.4%
Applied Technology	–	62	190	252	2.5%
Art	38	88	121	247	2.4%
Other Vocational Ed.	–	60	172	232	2.3%
Business & related	2	24	186	212	2.1%
Foreign Languages	8	43	150	201	2.0%
Computer Education	9	38	68	115	1.1%
Gifted and Talented	29	15	5	49	0.5%
Other areas	8	147	166	321	3.0%
Total	**4,982**	**2,003**	**3,294**	**10,279**	**100.0%**
Percent of total	**48.5%**	**19.5%**	**32.0%**	–	**100%**

In the 1996-97 school year:

- Only 15 of the 13,123 Montana public school certified staff were noted in the accreditation process as noncertified, and 393 of the certified staff were noted as misassigned, or teaching outside their certification or endorsement areas.
- Two-thirds of Montana teachers were female, one-third were males. At the administrative level the opposite imbalance occurs; 89 percent of the superintendents and 87 percent of the principals were male, and 11 percent of the superintendents and 13 percent of the principals were female.
- Only 2 percent of the certified staff were American Indian, although American Indian students represent nearly 10 percent of K-12 school enrollment, the largest minority group in Montana. Other minorities are 0.5 percent of certified staff and 2.9 percent of the student enrollment.

TABLE 7-4: Gender and Racial/Ethnic Characteristics by Cer tified Staf f Categories, 1996-97

Certified Staff Categories	White	American Indian	Other Minorities	Total	Am Indian as % of Total
Teachers					
Male	3,518	52	24	3,594	1.4%
Female	7,159	158	37	7,354	2.1%
Total	10,677	210	61	10,948	1.9%
Librarians, Guidance Counselors, Psychologists					
Male	327	5	2	334	1.5%
Female	732	16	3	751	2.1%
Program Directors and Coordinators					
Male	168	4	2	174	2.3%
Female	96	4	0	100	4.0%
Superintendents and Principals					
Male	591	16	3	610	2.6%
Female	193	13	0	206	6.3%
Total Certified Staff	12,784	268	71	13,123	2.0%

Following the 1996-97 school year, the ages of the teachers and administrators were examined to determine the impact of retirement on the demand for certified staff in the schools. The data indicated that teachers were distributed across the age ranges in a balanced manner, which will allow for an orderly movement of teachers into the system as teachers retire out of the system. However, administrators show a different pattern. The distribution of their ages suggests that within 10 years nearly 50 percent of the principals and 60 percent of the superintendents will be new to their positions, since that many of the current administrators are likely to have retired by the year 2007. Montana schools are already experiencing a high demand for new principals and superintendents, and that demand will increase in the next few years. Only 10 percent of administrators are under the age of 40, implying that teachers generally enter administrative work when they are in their 40s. Table 7-5 shows the distribution of teachers and administrators by age group.

TABLE 7-5: Ages of Education Staff in Montana Schools, 1996-97

Certified Staff	Under 40	40 to 50	Over 50	Youngest	Oldest
Teachers	32%	40%	28%	22	78
Principals	11%	41%	48%	31	68
Superintendents	9%	33%	58%	32	66

Data is not available at the state level concerning the number of years a teacher has been employed in the same school district or the total years of experience. Statewide teacher and administrator turnover rates are also unavailable at the state level. That data is contained in local district records.

What opportunities are available for staff development?

State statutes require that pupil instruction be held for at least 180 days in a school year. Districts may receive state funding for up to seven additional pupil-instruction related (PIR) days. Two of those days must be allocated for time to attend the October professional educators' conferences, and at least one more day must be dedicated to professional development activities of the staff. The additional days may be used for professional development, parent-teacher conferences, and teacher work days.

The Montana Commission on Teaching Policy Inventory found that access to high quality professional development programs varied greatly across the state. Currently there are no incentives for schools to provide more than the three days for professional development.

The professional development activities may also be used to renew teacher, administrator, and specialist certificates. In order to renew a certificate, evidence must be shown of successful teaching experience, in-service workshops, or college credits.

The age distributions shown in Table 7-5 have implications for more than job vacancies in education. The distributions suggest that the impact and importance of professional development activities is different for teaching staff than for administrators.

Dramatic technological and societal changes have taken place since most teachers completed their formal education programs, and rapid changes will continue to take place. Even if teacher education programs were able to provide all new teachers with the skills and methods of integrating new developments into their teaching (e.g. instructional technology, developments in subject areas, strategies for coping with behavioral problems, content and performance standards, aligned assessment), only a small portion of the teaching staff would be affected, since only a small portion are recent college graduates. Within a few years, those skills will need to be updated, along with the skills of the nearly three-fourths of the teaching staff who received their degrees over 15 years ago. For experienced teachers to remain current, it is imperative that well-planned and focused professional development activities be provided.

Well-planned professional development activities are also important for experienced administrators. Since over half of the administrators will be new in the next 10 years, however, the most effective opportunity to provide administrators with leadership skills for the future will be through formal education programs for administrators at the universities. It is imperative that those programs be designed to prepare administrators for the present and the future, not for the past.

Each year approximately 1,400 new certificates are issued by OPI, 3,500 are renewed, and about 1,000 add endorsements or change levels of certification. Since 1995, there has been a decline in general activity related to changes in certificates. However, the certification activity has remained constant for those from Montana teacher education institutions. The decline in activity appears to be from applicants outside the state.

ADDITIONAL INFORMATION
APPENDIX A: School District Enrollment Size Categories
APPENDIX E: Program Level Descriptions
APPENDIX M: Student/Teacher Ratios by District Size Category

Questions To Ask Local Schools

What are the benefits of smaller class sizes? What kinds of tradeoffs take place in a district in order to provide those benefits?

What are the local procedures for teacher and administrator evaluations?

What portion of the teaching staff leaves the district each year?

Does that turnover maintain a balance between new and experienced teachers?

What professional development opportunities are available for the school staff? Are those opportunities targeted to the needs of the students and the staff?

8 Student Involvement In Learning

Learning increases with the amount of time spent learning. Maximum time engaged in learning activities develops skills that will contribute to success as lifelong learners.

Are the students engaged with learning?

It seems obvious that the greater amount of time students are involved with learning, the greater amount the students learn. But mere allocation of time to a subject or an assignment by a teacher will not determine how much time students are actually engaged in learning. The student has to become an active participant in the educational process.

Information about Montana students obtained from the National Assessment of Educational Progress (NAEP) illustrates the benefits of helping students both to discover their own interests and to become willing participants in their education.

Daily homework appears to have some influence on higher scores in science and math. Time spent reading for fun had much more impact on higher scores than assigned reading. Those students who spent little time watching television had substantially higher scores than those who watched a great deal of television.

- In 1996, 8th grade math students across the nation and in Montana who spent one hour or more a day on math homework had slightly higher scores than those who did not spend daily time on math homework.
- In 1996, 8th grade science students across the nation and in Montana who studied science every day in school scored several points higher than those who did not study science every day.
- In 1994, 4th grade reading students who were assigned to read books from the library at least once a week did not score higher than those students who were rarely assigned to read a library book.
- In 1994, Montana 4th grade reading students who reported reading almost every day for fun on their own time scored 26 points higher than those students who reported they never or hardly ever read for fun.
- In 1996, 8th grade math students in Montana who reported spending one hour or less watching television each day scored 30 points higher than those who watched television six or more hours a day. At the national level the difference was 25 points.
- In 1994, Montana 4th grade reading students who reported watching television for one hour or less a day scored 29 points higher than those who watched television for six or more hours a day. At the national level the difference was 24 points.

Teaching practices, community influences, and home environments can work together to encourage learning beyond the classroom and assist all students to become life-long learners.

What are the policies relative to attendance?

A first step to a student's involvement with learning is being present for instruction. The policies and responsibilities for assuring the student's presence are shared by several entities.

- The state recognizes its role through statutes requiring students to attend school until the later of the following dates: the age of sixteen or the completion of the work of the 8th grade. Until that date is reached, a student is considered truant if not enrolled and in attendance without an approved excuse.
- Local district trustees are given the responsibility of establishing policies that provide consequences for nonattendance or unexcused absences. These consequences can have a major impact on a student's education.
- Parents have major responsibility for the attendance of their children in educational programs. Parents or guardians must enroll their children in school between the required ages of attendance and are held responsible for the student's attendance. The school may be public, private, or a home school.
- Ultimately, the responsibility for attendance and involvement in learning lies with each student. Often those students with poor attendance records are students who are not engaged with learning and who may eventually dropout of the system.

Student Involvement In Learning

Overall, average attendance rates in Montana are very high. Those individual students and schools with poor attendance rates tend to have much higher than average dropout rates.

TABLE 8-1 Percent of Students Present and Absent in Montana Schools, 1996-97

Level	% present	% absent
Elementary	94.8%	5.2%
Middle School, 7&8, Jr. High	93.5%	6.5%
High School	91.7%	8.3%
Statewide	93.6%	6.4%
First Semester	94.5%	5.5%
Second Semester	92.6%	7.4%

Attendance rates at the elementary level are higher than middle grades, middle grades higher than high school. First semester attendance rates are higher than second semester.

ADDITIONAL INFORMATION:
Indicator No. 3: Student Achievement for NAEP information
Indicator No. 4: School Success for dropout information

Questions To Ask Local Schools

How could parents and the community encourage students to be actively engaged with learning?

What clubs, activities, or courses have been created to extend student academic interests beyond the classroom?

What are the local board policies on student attendance, and how do those policies affect a student's education?

What are local attendance and absence rates?

9 School Facilities

Safe, functional, and efficient school facilities enhance the learning environment and the educational and program goals of students and educators.

Are the facilities appropriate for students' needs and safety?

At the state level, no information is available to determine the degree to which school facilities in Montana are appropriate for students' needs.

The Montana Board of Public Education Accreditation Standards require local school districts to comply with all building codes, regulations, and laws regarding the construction and maintenance of school facilities. The standards also direct the school trustees to design and use school facilities to meet the educational goals of the district. The Board of Public Education and the Montana Legislature have chosen not to specify spatial requirements or a state education agency review of building plans. Building design and allocation of facility space is entirely in the hands of the local school district and its facility experts.

TABLE 9-1: Montana Standards of Accreditation: School Facilities

(1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and national codes, regulations, and laws.
(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.
(3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for the conduct of the educational and extracurricular activities of students and which will meet federal accessibility standards.
(4) The school shall provide the necessary equipment for emergency nursing care and first aid.
(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.
(6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

While, the State of Montana participates in the funding of school facilities, it has a minimal role in providing technical assistance and compliance review to school districts and does not collect data on the condition of school facilities.

- The state provides financial subsidies to low-wealth school districts that sell bonds for new construction or remodeling. In 1996-97, the state provided $2.0 million to 35 school districts (31,540 students) to assist with debt service payments and reduce the local property tax requirement for repayment of the bonds.
- School facility payments are available only to school districts that sell general obligation bonds. As districts typically sell bonds for construction and major maintenance but not for routine or preventive maintenance, the state's involvement does not extend to facility maintenance.
- School district budget data shows that outstanding public school bonds totaled $207 million as of June 30, 1997. School facility payments of $2.0 million funded 7 percent of the debt service payments.

  The state provides technical assistance and compliance review to districts through annual fire inspections and during the design phase of a construction or remodeling project. The architectural plans for school construction or alteration must be approved by 1) the State Fire and Prevention Program of the Department of Justice for compliance with fire prevention codes, and 2) the Department of Commerce or a municipality or county for compliance with building codes. By statute, an annual fire inspection is required at each school. Any deficiencies cited by the fire inspector are reported to the school administration and trustees. A copy of the fire inspector's report is provided to the Office of Public Instruction (OPI) and reviewed as part of the annual school accreditation process. Districts that have shown significant safety deficiencies have received "accreditation with deficiency" status from the state Board of Public Education.
- OPI does not collect data from school districts on the condition of school facilities. The most recent comprehensive study of the condition of school facilities was conducted in 1989 by OPI and the Office of the Legislative Fiscal Analyst. This was a one-time study, which has not been repeated in the interim ten years. The data needs to be updated to be relevant to current policy decisions.

Does the student body fit in the building space?

This question needs to be addressed at the school and perhaps the classroom level. Each school has a functional capacity, that is an enrollment number or range within which the school facility is designed to function efficiently. It may be useful to compare the functional capacity of the school to the current enrollment.

An October 1998 survey of the seven largest school districts in Montana (district-size categories 1E and 1H with 38 percent of the state's enrollment) indicates that the functional capacity exceeds the current enrollment in the elementary school districts. Functional capacity exceeds enrollment in the Butte, Great Falls, Helena, Kalispell, and Missoula high schools. In Billings and Bozeman, the functional capacity of the high schools is less than the current enrollment, a condition that results in crowded facilities. Enrollment increases or declines, as well as other educational changes, will impact school facilities of the future.

TABLE 9-2: Five Trends Shaping School Design for the 21st Century
Source: National School Boards Association, March 1995

1. Increased use of technology – consider that each computer in a classroom requires an equivalent space of 1-1.5 students
2. Shifts in curriculum – the need for small group workspaces, school-within-a-school concepts, integrated teaching, block scheduling
3. Community uses – schools are being built for use across wide-ranging community purposes from child care to senior citizen programs
4. Flexibility – schools must be built to adapt to curricular changes and school functions that inevitably arise over time
5. Inclusion – students with special needs are becoming a larger part of contemporary classrooms, and so classroom spaces must be flexible enough to accommodate these changes

Questions To Ask Local Schools

What tests, assessments, and inspections have been completed on the school facilities?

What safety issues were identified and what changes have been made in response?

How does the facility design and use reflect the educational goals of the district?

How does the district gather and use public input on the design and use of school facilities?

10 Background Characteristics of Students

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

What is the makeup of the student body?

The Montana student population is largely white, more than half male, and changes schools about as often as the national average.

Race/Ethnicity and Gender

American Indian students are Montana's largest minority group, comprising 9.9 percent of the total 1996-97 student population. At the elementary level, they represent 11 percent of the population and at the high school level nearly 8 percent. The overall statewide minority enrollment is 13.8 percent of the total. While Montana's minority population has been growing in past years, it is important to note that 242 out of 886 schools in Montana, or 27 percent, report no minority population. At each grade level more boys than girls are enrolled. Table 10-1 shows the percentage of enrollment by gender and racial/ethnic categories.

TABLE 10-1: Gender and Racial/Ethnic Characteristics of Enrollment, 1996-97

Male	Female	Am. Indian	Asian	Hispanic	Black	White
52%	48%	9.9%	0.8%	1.5%	0.5%	87.2%

Mobility

Information reported by students who took the 8th grade National Assessment for Education Progress (NAEP) science assessment in 1996 indicates that the mobility rates of Montana students match the national average. Approximately 6 percent of students at the state and national levels reported changing schools six or more times since the first grade. In Montana, 62 percent reported they had only changed schools once or not at all. At the national level, 63 percent indicated they had changed schools only once or not at all.

What portion of students are served by special programs?

Students come to school with a variety of needs which may require adjustments to local programs. Meeting these needs can create logistical and budgetary challenges for school districts. Awareness of the needs of students provides insight into ways a school might meet its many challenges.

The following table shows the percentage of Montana public school students who are served by special programs in the schools. For some programs the information is not collected on a statewide level but may be available locally.

TABLE 10-2: Students Identified as Special Populations, 1996-97

Programs	Number	% Enrollment
Total Public School Enrollment	164,627	100%
Free & Reduced Lunch Eligible	48,287	29.3%
Title I, ESEA	32,368	19.7%
Special Education	18,600	11.3%
Limited English Proficiency (LEP)	8,846	5.4%
Migrant Education	766	0.5%
Alternative Programs	Not Available	
Gifted & Talented	Not Available	

- The Free and Reduced Lunch program offers free or reduced cost lunch and in-school breakfast for children from low-income families who qualify for the program. Nearly one-third of the students in Montana schools were served by this program in 1996-97.
- The federal Title I program targets districts located in low-income areas providing funding for programs that serve students who are under-achieving. About one-fifth of Montana's students are served by this program.
- Since 1990, the number of students with disabilities served by special education programs has remained stable at about 11 percent of Montana's total enrollment. For each of these students, school districts are required to develop and implement an Individual Education Plan (IEP) with the involvement of the student's parents.

- Montana public schools reported nearly 9,000 students who have limited proficiency in speaking English. Over 35 languages are spoken in the homes of these children. The ten major languages are Crow, Blackfeet, Dakota, Salish, Cree, Assiniboine, Cheyenne, Gros Ventre, German, and Spanish.
- A migrant child is a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker. The Montana Migrant Education Program operates year round. In 1996-97, 766 students were served during the regular school term and an additional 930 children were served exclusively in the summer term.
- The Board of Public Education administrative rule requires all schools in Montana to identify and provide services to gifted and talented students. Data on the numbers of students served through these services is not currently available at the state level.
- Alternative programs have been designed to serve students who have circumstances in their lives that make attending school difficult. Many students have children or have difficulty learning in the structure of a regular classroom. Table 10-3 shows nearly half of the students in grades 10 through 12 have jobs or are looking for jobs. The opportunities provided in an alternative program may keep these students in school, thus having a tremendous impact on the futures of these young people. Currently, no statewide data is available on the number or types of alternative programs, the number of students enrolled in alternative programs, or how successful these programs are in helping students who are at-risk of dropping out of school.

TABLE 10-3: Employment Status of Students, Ages 16 to 19, 1996-97

Youth Enrolled In School	Number	Percent
Total 16 to 19 year old students	36,771	
Not in labor force	19,934	54%
Employed	14,108	39%
Unemployed	2,729	7%

Background Characteristics of Students

A number of Montana youth who leave the traditional public school setting choose to pursue their education through an Adult Basic Education program, working to complete the requirements for a General Education Development (GED) certificate instead of a traditional high school diploma. Adult Basic Education programs serve adults who are 16 years of age or older. Table 10-4 shows that a significant portion of ABE participants, 17 percent, are between the ages of 16 and 18. For various reasons, the traditional high school program did not meet the needs of these students.

TABLE 10-4: Youth Participation in Adult Basic Education Programs, 1996-97

	Number	Percent of Total
Ages 16-18	991	17%
Ages 19 and Older	4,861	83%
Total	5,852	100%

ADDITIONAL INFORMATION:
Appendix N Special Education Disability Categories
Montana Context
Indicator No. 1: School Programs and Course Offerings for Special Programs
Indicator No. 4: Student Success for information on numbers of graduates and gropouts

Questions To Ask Local Schools

What are the background characteristics and special needs of the students in the district?

How many students are eligible for and served by programs for special needs students?

What does the school do to identify and serve student needs?

Data Notes and Sources

Montana Context

Montana population and demographic information is from *Montana At A Glance*, compiled by the Census and Economic Information Center, Montana Department of Commerce, December 1998.

Public School Enrollment Trends can be found in the annual reports published by the Montana Office of Public Instruction (OPI), Montana Public School Enrollment Data.

Current expenditures per pupil data is from The Common Core of Data, National Public Education Financial Survey, Fiscal Year 1996. School Year 1995-96, Table 4, published by the National Center for Education Statistics, U.S. Department of Education.

Education Attainment of Adults 25 Years or Older is based on data from the 1990 U.S. Census, Population Profile 08, P 57-60.

Statistics comparing welfare recipiency rates among high school graduates and dropouts is from The Condition of Education 1998, National Center for Education Statistics, US Department of Education, NCES 98-013, p.99.

Income by Marital Status with and without children is based on data from the 1990 U.S. Census, Population Profile 12, P 109.

Children Living With Parents is based on data from the 1990 U.S. Census, Employment Profile 2, PB50. Categories "under 6" and "6 to 17" were combined into one category. "Father only in labor force" categories were combined with "Mother only in labor force" categories for children living with two parents. "Living with father" categories were combined with "Living with mother" categories for children living with one parent.

Program Offerings and Courses

Statewide funding sources for program offerings were identified from OPI records of federal and state funding provided to districts in the 1996-97 school year.

Advanced Placement Program in Montana is based on school program data reported to OPI by school districts in October 1996.

ACT test-takers who have taken core curriculum comes from the annual ACT High School Profile Report compiled by ACT for each state and for the nation.

School computer and Internet access data was taken from data compiled by Quality Education Data (QED) from a 1997 technology survey conducted in Montana schools, 1997 Montana State Tech Survey Report, Quality Education Data, April 1997.

Environment for Learning

The guidance on school climate comes from the Board of Public Education administrative rules, 10.55.801, ARM.

Sample school climate survey questions come from the *Student, Teacher and Parent School Climate Survey* created by the Yale Child Study Center, copyright 1994, Emmons, Haynes, and Commer. The Yale Child Study Center granted permission to OPI to use examples from this copyrighted survey.

Examples in the community involvement tables come from a variety of sources including Montana Schools, OPI staff, school district personnel, and various publications.

Continuum of Violence chart was created by Jim Bryngelson and Sharon Cline of the CARE Initiative of Montana, 1144 Henry Road, Billings MT 59102, (406) 259-4869, e-mail: *care@wtp.net*, Website: *http://www.wtp.net/care*, Copyright 1998. Permission was granted to OPI to copy this continuum.

Fights on school property data comes from the 1997 *Youth Risk Behavior Survey (YRBS)* which can be obtained from OPI. National and state information on Youth '97 (YRBS) can be obtained from the National Center for Chronic Disease Prevention and Health Promotion Division of Adolescent and School Health at *www.cdc.gov/needphp/dash*.

Number of student expulsions under the Gun-Free Schools Act comes from information reported to OPI by school districts, 1994-96 through 1997-98.

Student Achievement

The revised Reading and Mathematics Content and Performance Standards are found in the Montana Standards of Accreditation, 10.54.3010 to 4098, ARM.

The schedule for review of the Montana program area standards was established by the Board of Public Education and OPI. The full schedule is set out in Appendix I.

The Board of Public Education student assessment requirements are set out in the Montana Standards of Accreditation, 10.56.101, ARM, and apply to all accredited schools with grades 4, 8, and 11.

The percent of students tested on various tests in 1996-97 was taken from data reported by each district to OPI to meet the student assessment reporting rules.

Student Test Results, 1996-97 were compiled by OPI from reports of the distribution of student scores reported in nine stanine groupings. Districts provided data to OPI in the fall of 1997 for school year 1996-97. Only two subject area results are shown in the tables, but Appendix J lists all five subject areas for each of grades 4, 8, and 11, compiled by district-size category. Each district received a report showing testing data for 1995-96 and 1996-97 for each school in the district. That information is available from OPI or from local districts.

Montana and national ACT and SAT college readiness exam scores were obtained from the *High School Profile Report, State Composite for Montana and for the Nation*, 1997, reported by the American College Testing Service, and 1997 College-Bound Seniors: A profile of SAT Program Test Takers, reported by the College Board, which are provided annually to state education agencies.

NAEP testing in Montana data was obtained from the *NAEP 1990 Reading Report for Montana*, the *NAEP1990 Reading State Report for Montana*, the *NAEP 1994 Reading State Report for Montana*, the *NAEP 1996 Mathematics State Report*, and the *NAEP 1996 Science State Report for Montana*, prepared by Educational Testing Service (ETS) and published by the National Center for Education Statistics (NCES). All publications are available through the National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641, or call 1-800-424-1616, or on the Website: *http://www.ed.gov/NCES/naep*.

TIMSS data on Montana's comparison to 41 nations comes from *Linking the National Assessment of Educational Progress (NAEP)* and the *Third International Mathematics and Science Study (TIMSS):* Research and Development Report, National Center for Education Statistics, July 1998. Additional NAEP and TIMSS reports may be found at the NCES Website at *http://nces.ed.gov/naep*.

Academic challenge opportunity listings are from OPI Monograph Series No. 9, *Don't Wait! Plan Early for Education Beyond High School*, September 1998.

School Success

Montana High School Graduates 1996-97 comes from enrollment data provided by school districts. Annual enrollment and graduate information is available in the annual report, *Montana Public School Enrollment Data*, published by OPI.

Montana dropout data is from district dropout reports submitted to OPI for grades 7 through 12. The *Dropout Data Collector's Handbook*, 1995, a handbook of proceedures for counting dropouts has been distributed to districts and is available from OPI. The key findings are available in the annual *Montana Statewide Dropout Report*, compiled by OPI.

The Montana public school accreditation data was compiled from the records of the Board of Public Education and OPI accreditation recommendations and actions.

The private schools requesting and receiving Montana accredited school status in 1996-97 were Billings Central High School, Butte Central High School, Loyola-Sacred Heart in Missoula, Lustre Christian High School, Manhattan Christian High School, Mount Ellis Academy High in Bozeman, Northern Cheyenne Tribal Elementary School, Northern Cheyenne Tribal 7-8 School, Northern Cheyenne Tribal High School, St. Labre Indian High School, Two Eagle River High School in Pablo, and Valley Christian High School in Missoula.

Student Services and Activities

The Montana Standards for School Accreditation for Guidance and Library and Media Programs can be found in the Board of Public Education administrative rules, 10.55.1901 and 1801, ARM.

Extracurricular activities information came from the *Montana High School Association Official Handbook*, an annual publication of the Montana High School Association (MHSA), and the MHSA *Directory of Member School Personnel 1996-97 School Year*.

The analysis of participation in activities sponsored by MSHA is titled *An Analysis of Montana High School Association Activities for School Years 1990-91 through 1994-95*, Dr. Claudette Morton, Rural Education Center, Western Montana College of the University of Montana, 1996.

School Finance

School district financial data was obtained from the *Trustees Financial Summary*, 1996-97. Revenue and expenditure data is collected annually from every school district and special education cooperative. OPI staff conduct a series of edit checks via MAEFAIRS and through desk reviews and follow-up contacts with school districts. The audit information is also collected annually.

District audit reports and reviews information comes from the copies of audit reports and reviews that are provided to OPI. Audit requirements are found in 2-7-503, MCA. Audit filing requirements are found in 2-7-514, MCA.

The per-student expenditures are caculated data sets which included all expenditures in all funds, except those expenditures which would appear as "double counting" or would not be considered as regular educational services provided by the school district or cooperative (student extracurricular activities.)

The data files include expenditures reported by school districts and special education cooperatives for the budgeted and non-budgeted funds, excluding the adult education fund, internal services funds, the building fund, the student extracurricular activities fund, and all fiduciary funds (with the exception of the Interlocal Agreement Fund, which is included in the data set.) The data included expenditures that reflect total expenditures by districts and cooperatives for K-12 educational services.

Funds Included: General Fund (01), Transportation (10), Bus Depreciation (11), Food Services (12), Tuition (13), Retirement (14), Miscellaneous Programs (15), Traffic Education (18), Non-operating (19), Lease-Rental Agreement (20), Title I (22), Title VI (23), Metal Mines Tax Reserve (24), State Mining Impact (25), Impact Aid (26), Litigation Reserve (27), Technology Acquisition (28), Debt Service (50), Judgment (51), Building Reserve (61), Interlocal Agreement (82).

Funds Excluded: Adult Education (17), Building Fund (60), Enterprise funds (70-72), Internal Service funds (73-80), Endowment (81), Student Extracurricular Activities (84), Miscellaneous Trust fund (85), Agency funds (86-97), Account Groups (98-99).

In addition to defining the set of funds to be included in the data files, the exclusion of certain expenditure categories and transfers was done, again, to avoid "double counting." Transfers were excluded because they represent the movement of money from one fund to another or from one district to another, but do not represent the purchase of goods and services. The expenditures for goods and services, that are purchased with the transferred funds are shown as separate transactions and are included. The excluded expenditure categories are Tuition to Other School Districts Within the State (Object Code 561), Operating Transfers to Other Funds (910), Resources Transferred to Other School Districts or Cooperatives (920 and 930), and Residual Equity Transfers Out (971).

The data used in these calculations differs from the data included for the National Center for Educational Statistics (NCES) Common Core of Data (CCD) in that CCD includes the following funds in its definition of current expenditures: Day Care/Pre-school (70), Industrial Arts (71), Enterprise-Miscellaneous (72), Endowment (81), Student Extracurricular Activities (84), and Miscellaneous Trust Fund (85). CCD also includes the Building Fund (60) in its definition of Facilities Acquisition.

The expenditure categories are defined below:

Instruction includes the activities dealing directly with the interaction between teachers and students. Instruction is not limited to the classroom; it may occur in a variety of locations and mediums through which students learn.

Student and staff services are those services which provide support to facilitate and enhance instruction, such as guidance counseling, health services, psychological services, speech therapy and audiology, curriculum development and staff development services, and library and educational media services.

General administration includes activities concerned with the central office of the school district, including the district superintendent, school trustees, business functions, information services, and staff services.

School administration includes those activities associated with the administration of a single school, including the principal's office, and any department chairpersons.

Building operations and maintenance are those activities associated with operating and maintaining the physical plant, equipment, and grounds.

Pupil transportation services are those services that convey students to and from school. It also includes transportation to and from extracurricular activities and athletics.

Facilities and bonds includes facilities acquisition, construction services, and debt service payments.

Other includes food, extracurricular, enterprise, and community services. It also includes prior period expenditure adjustments.

School Staffing and Teacher Characteristics

The national student/teacher ratio is taken from *Public Elementary and Secondary Education Statistics: School Year 1997-98*, March 1998, NCES, U.S. Department of Education. Both the 1996-97 and the 1997-98 ratios are included in this publication. The ratio is calculated by the National Center for Education Statistics (NCES) from data reported by each state. The total anticipated enrollment is divided by the total anticipated full-time equivalent (FTE) teachers. The teachers include classroom teachers as well as special education, Title I, music, and all other teaching assignments. Not included in the count are the services provided by administrators, librarians, guidance counselors, or other specialists if their work is not direct instruction.

The Montana student/teacher ratio calculation uses the staff and enrollment data from the 1996 fall report. It excludes the pre-kindergarten enrollment and one-half the kindergarten count. Pre-kindergarten teachers are not required to be certified and are not included in the FTE count. Most kindergarten programs are half-day, and the teacher load is considered one-half FTE. The adjusted total enrollment is divided by the total FTE teachers as described for the national ratio calculation.

Gender and racial/ethnic characteristics of certified staff comes from the staff assignment data on the 1996 fall report, and is a count of the number of staff, not a full-time equivalent (FTE) count.

Ages of Education Staff is taken from a 1997 Office of Public Instruction review of records from the fall report and the teacher certification files.

Teaching Assignments by Subject Area and Program Level was compiled from the information on accredited staff provided to OPI on the October 1996 fall report. Assignments listed as study hall and preparation time were prorated across the teaching assignment areas.

The Montana Commission on Teaching, appointed by Governor Marc Racicot to examine the profession of teaching in Montana, published the *Montana Commission on Teaching Policy Inventory*, prepared by Claudette Morton,Ed.D. in June 1998. Their

recommendations were published in *Quality Teaching, Quality Schools: Strengthening Montana's Most Important Profession.*

Student Involvement in Learning

The National Assessment of Educational Progress (NAEP) data comes from NCES publications: the *NAEP 1994 Reading Cross-state Compendium for the Grade 4 Assessment*, the *NAEP 1996 Mathematics Cross-state Compendium for the Grade 4 and Grade 8 Assessment*, and the *NAEP 1996 Science Cross-state Compendium for the Grade 8 Assessment* prepared by the Educational Testing Service (ETS) and published by the National Center for Education Statistics (NCES). The documents are available through the National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641, by calling 1-800-424-1616, or on the NCES Website at *http://nces.ed.gov/naep.*

Percent of Students Present and Absent is calculated from present and absence data provided to the Office of Public Instruction with the October 1996 and February 1997 enrollment reports. The Elementary, Middle, 7&8, Junior High, and High School, and overall rates were calculated by averaging the data from the two reporting dates.

School Facilities

The accreditation standards on school facilities are found the Board of Public Education administrative rules, 10.55.2001, ARM.

Architectural plans for school construction or alteration must be approved by the state fire prevention and investigation program of the Department of Justice in accordance with 50-61-112, MCA. The plans must also be approved for compliance with applicable building codes in accordance with 20-6-622, MCA. Schools must be inspected annually by a fire inspector in accordance with 50-61-114, MCA.

The seven largest school districts (district-size category 1E and 1H) include Billings, Bozeman, Butte, Great Falls, Helena, Kalispell, and Missoula. The functional capacity survey was compiled by Steve Johnson, Assistant Superintendent, Bozeman Public Schools. Survey date: October 5, 1998.

Five Trends Shaping School Design for the 21st Century is taken from *Learning by Design: A School Leader's Guide to Architectural Services*, Alexandria, VA, National School Board Association, March 1995. Reprinted with permission from NSBA.

Additional References:

Issuetrak. Council of Educational Facility Planners, International – 8687 E. Via de Ventura, Suite 311, Scottsdale, AZ 85258-3347. Phone 602-948-2337, Fax 602-948-4420, Website: *http://www.cefpi.com*

National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, NW, Suite 700, Washington, DC 20005-4905. Toll free: 888-552-0624. Website: *http://www.edfacilities.org*

Data Notes and Sources

Background Characteristics of Students

Mobility information comes from the National Assessment of Educational Progress (NAEP) 1996 Science Cross-state Compendium for the Grade 8 Assessment.

Gender and Racial/Ethnic Characteristics of Enrollment information comes from the Montana October 1996 school enrollment data.

Portion of students served by various programs comes from dividing the number of students served by each program in 1996-97 by the 1996-97 enrollment figures. The requirements for participation and program purposes for federally funded programs are defined in the legislation for each program. State statutes address the program requirements for state-funded programs.

Work status of 16 to 19 year olds enrolled in school comes from data from the 1990 U.S. Census, Profile 08, Population, P 61-63.

Youth Participation in Adult Basic Education data comes from reports submitted to OPI's Adult Basic Education program.

Glossary

Montana Education Profile — Glossary

Accreditation Standards – Standards of accreditation for all schools are adopted by the Board of Public Education upon recommendation of the superintendent of public instruction. The standards of accreditation are the conditions under which each elementary school, middle school, junior high school, and high school operates. These standards include general provisions, school leadership, educational opportunity, academic requirements, program area standards, content standards, and performance standards.

Administrative Rules of Montana (ARM) – An agency regulation, standard, or statement of general applicability that implements, interprets or prescribes law or policy (2-4-102, MCA.) Rules have the force of law based on expressly delegated legislative authority in accordance with the Montana Administrative Procedures Act.

Adult Basic Education (ABE) – The basic education of persons 16 years of age or older in need of acquiring basic skills, such as reading, writing, mathematics, English as a second language, and other skills necessary to function in society. Adult education is the instruction of persons 16 years of age or older who are not regularly enrolled students.

Assessment – The process of gathering information about student learning and using the information to provide effective instruction and plan effective programs.

Average Number Belonging (ANB) – A student count for each school district, which is used for school funding purposes. The ANB count is derived from school enrollment counts conducted in October and February. Pre-Kindergarten students are not included in the ANB calculation and kindergarten and part-time students are included in the calculation as one-half.

Board of Public Education – A constitutionally established board with the power to exercise general supervision over the public school system. The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping 7-year terms. The governor, commissioner of higher education, and the state superintendent of public instruction are ex-officio nonvoting members of the board of public education.

Certified/Licensed Staff – An individual who is authorized by the state to serve as a teacher, specialist, and/or administrator. Certification equates to a license to practice within Montana's K-12 schools. Certification is accompanied by "endorsements" which identify preparation to teach specific content areas, or perform in specific roles, based upon criteria established by the Board of Public Education.

Content Standards – These standards indicate what students should know, understand, and be able to do in a specific content areas. Montanas contract areas are: Communication Arts, Health Enhancement, Social Studies, Fine Arts, Vocational and Practical Arts, Science, Mathematics, Library Media, Technology, and World Languages.

Glossary

Core Curriculum – A course of study identified by the American College Testing Service to prepare a high school student for college. The study areas include English/ Language Arts, Social Studies, Mathematics, and Science.

Curriculum – The education program or course of study offered in a specific school. The content and organization of each subject area are developed locally.

Dropout – An individual who:

(1) was enrolled in school at some time during the previous school year;

(2) was not enrolled at the beginning of the current school year (by the October enrollment count);

(3) has not graduated from high school or completed a state- or district-approved education program; and

(4) has not transferred to another school, been temporarily absent due to suspension or school-approved illness, or died.

Expenditure Function – A classification that identifies the purpose of expenditure; for example, instruction, student support services, administration, or debt service.

Expenditure Object – A classification that identifies the nature of the item purchased or service obtained; for example, salary and benefits, or instructional supplies.

Expenditure Program – A group of services designed to accomplish a set of objectives; for example, regular education, special education, or vocational education.

Full-time Equivalency (FTE) – The ration between the hours of work required in a position and the hours of work normally required in full-time position in the same setting.

Functional Capacity – The optimum enrollment or range of enrollment for which a school building is designed to function efficiently.

Generally Accepted Accounting Principles (GAAP) – Uniform minimum standards of and guidelines to financial accounting and reporting. These principles govern the form and content of the basic financial statements of a school district. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures.

Graduate – An individual who has received formal recognition from school authorities, by granting of a diploma, for completing a prescribed course of studies in a secondary-level school. This does not include other completers, high school equivalency recipients, or other diploma recipients.

General Education Development (GED) – A high school equivalency certificate granted to an individual who has not completed a formal high school education but has achieved satisfactory scores on a comprehensive test that appraises educational development.

Individualized Education Program (IEP) – A written instructional plan. The plan specifically identifies special education goals, objectives, accommodations, modifications, and timelines, as well as assurances of procedural safeguards for parents, for students with disabilities designated as special education students under the Individuals with Disabilities Education Act (IDEA-Part B).

Individuals with Disabilities Education Act (IDEA) – The Individuals with Disability Education Act establishes a federal grant program (20 U.S.C. 1400) that assists states in providing:

1) a free appropriate public education to children, three years of age or older, who are identified with one of the 13 disability categories defined in the Act; and
2) early intervention services to infants and toddlers with disabilities, birth to three years of age, and their families.

K-12 District – A public school district where the territory within the boundaries of the elementary district is the same as the territory of the high school district. Because the district shares a common group of taxpayers for the elementary and high school programs, the school board can adopt one budget for the entire K-12 system.

Limited English Proficiency (LEP) – The term "limited English proficiency" and "limited English proficient" refers to individuals who:

(1) were not born in the U.S. or whose native language is other than English;
(2) come from environments where a language other than English is dominant;
(3) are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
(4) by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Migrant Education Program – This program is created to help the children of migratory workers overcome education disruption and disadvantages through the regular school program and through special summer programs. The Migrant Education Program was recently reauthorized under the Improving America's Schools Act, Public Law 103-382.

Montana Code Annotated (MCA) – The statutory code of the State of Montana.

National Assessment of Educational Progress (NAEP) – The National Assessment of Educational Progress (NAEP) is a congressionally mandated project that has collected data for the past 28 years about what American school children know and can do in a variety of key subject areas.

Office of Public Instruction (OPI) – The state education agency for the Montana K-12 school system. The agency certifies teachers and administrators to practice in Montana, distributes funding to the public schools of the state, and recommends accreditation status for public and private schools to the state Board of Public Education.

Glossary

Performance Standards – These standards describe students' knowledge, skills, and abilities in each subject area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels - advanced, proficient, nearing proficiency, and novice. Performance standards help to answer the question, "How good is good enough?"

Pupil Instruction Related Days (PIR) – Days of teacher activities, approved by the Office of Public Instruction, which are devoted to improving the quality of instruction. PIR days may not exceed seven days for the calculation of ANB.

School Climate – The overall environment of a school which affects student satisfaction and achievement.

School – An institution which provides education services and has one or more grade groups pre-kindergarten-12, has one or more teachers to give instruction, is located in one or more buildings, and is operated by a school district.

School District – A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

School System – A structure that provides coordinated educational and administrative services to one or more school districts, involving shared staff and joint boards of trustees. The districts within the school system operate with separate budget authority.

Special Education Program – A program to ensure that all children, beginning at age three, have available a free, appropriate, public education that provides special education and related-services designed to meet the individual's unique educational needs in accordance with an Individualized Education Program (IEP).

Third International Mathematics and Science Study (TIMSS) – A rigorous research effort that examined student performance in 41 nations at three grade levels (grades 4, 8, and 12). TIMMS:

1) shows how well U.S. students perform compared with their international peers; and
2) analyzes curriculum and teaching practices in various countries to explain why our students perform as they do.

ESEA Title I Program – This program, which is part of the Elementary and Secondary Education Act, provides financial assistance to meet the needs of students who are at-risk of failing to meet challenging academic standards.

Ungraded – Classes or programs to which students are assigned without standard grade designation, i.e. Montessori, special education, ungraded 1-3. For the enrollment count, a student is reported by grade level if the student can be identified with a specific grade level.

Youth Risk Behavior Survey (YRBS) – This is a survey of students in grades 7-12 which anonymously and confidentially asks students about their behaviors in areas identified by the Centers for Disease Control and Prevention (CDC) as putting them at most risk for health and social problems during adolescence and adulthood. It has been administered everyother year since 1991 with over 50,000 Montana students participating.

Appendices

Appendix A: School District Enrollment Size Categories ---------- A-1

Appendix B: School Districts and Special Education Cooperatives ---------- A-2

Appendix C: What Montanans Want to Know ---------- A-16

Appendix D: Questions to Ask Local Schools ---------- A-18

Appendix E: Program Level Descriptions ---------- A-21

Appendix F: Program Offerings by School Systems ---------- A-22

Appendix G: School Climate Surveys and References ---------- A-34

Appendix H: School District Policy Requirements ---------- A-35

Appendix I: Calendar for Standards Revision ---------- A-37

Appendix J: 1996-97 Student Assessment Results ---------- A-40

Appendix K: 1996-97 Dropout Information ---------- A-56

Appendix L: Expenditures and Revenue per Student ---------- A-61

Appendix M: Student/Teacher Ratios by District Size Category ---------- A-66

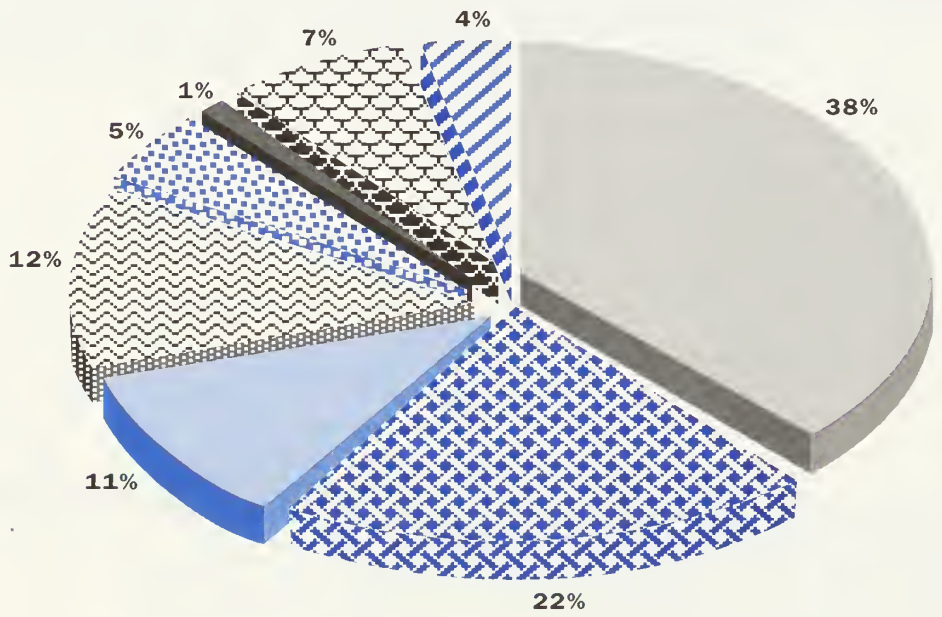
Appendix N: Special Education Disability Categories ---------- A-67

Appendix A

School District Enrollment Size Categories

Size Category	Category Definitions	Total Enrollment in Elementary	Size Category	Category Definitions	Total Enrollment in High School	Total Enrollment Combined
1E	Elementary greater than 2,500 students	40,815	1H	High school greater than 1,250 students	21,732	62,547
2E	Elementary 851 to 2,500 students	25,304	2H	High school 401 to 1,250 students	10,093	35,397
3E	Elementary 401 to 850 students	12,927	3H	High school 201 to 400 students	5,631	18,558
4E	Elementary 151 to 400 students	15,414	4H	High school 76 to 200 students	5,059	20,473
5E	Elementary 41 to 150 students	6,372	5H	High school 75 students or less	1,582	7,954
6E	Elementary 40 or fewer students	1,602	6H	n/a		1,602
1K	K-12 400 students or more	8,066	1K	K-12 400 students or more	3,753	11,819
2K	K-12 fewer than 400 students	4,057	2K	K-12 fewer than 400 students	2,057	6,114

Percent of Total Enrollment for School District Size Categories 1996-97



1E, 1H - 14 districts

4E, 4H - 102 districts

1K - 12 districts

2E, 2H - 37 districts

5E, 5H - 106 districts

2K - 34 districts

3E, 3H - 44 districts

6E - 113 districts

Appendix B

School Districts and Special Education Cooperatives, 1996-97

TABLE B-1: School Districts by County

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Beaverhead	Grant Elem	6E	27
Beaverhead	Dillon Elem	2E	952
Beaverhead	Beaverhead County H S	2H	519
Beaverhead	Wise River Elem	6E	28
Beaverhead	Lima Schools	2K	114
Beaverhead	Wisdom Elem	6E	27
Beaverhead	Polaris Elem	6E	11
Beaverhead	Jackson Elem	6E	29
Beaverhead	Reichle Elem	6E	21
Big Horn	Squirrel Creek Elem	6E	11
Big Horn	Pryor Elem	5E	47
Big Horn	Community Elem	6E	16
Big Horn	Hardin Elem	2E	1,390
Big Horn	Lodge Grass Elem	3E	429
Big Horn	Wyola Elem	5E	57
Big Horn	Hardin H S	2H	437
Big Horn	Lodge Grass H S	4H	191
Big Horn	Plenty Coups H S	5H	60
Blaine	Chinook Elem	4E	301
Blaine	Chinook H S	3H	212
Blaine	Harlem Elem	3E	463
Blaine	Harlem H S	4H	155
Blaine	Cleveland Elem	6E	4
Blaine	Zurich Elem	5E	69
Blaine	Lloyd Elem	6E	13
Blaine	Turner Elem	5E	65
Blaine	Turner H S	5H	42
Blaine	Bear Paw Elem	6E	11
Blaine	Hays-Lodge Pole Schools	2K	278
Blaine	North Harlem Colony Elem	6E	10
Broadwater	Townsend Schools	1K	817
Carbon	Red Lodge Elem	4E	326
Carbon	Red Lodge H S	3H	214
Carbon	Bridger Schools	2K	236
Carbon	Joliet Elem	4E	188

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Carbon	Joliet H S	4H	122
Carbon	Jackson Elem	6E	13
Carbon	Luther Elem	6E	30
Carbon	Roberts Schools	2K	179
Carbon	Boyd Elem	6E	14
Carbon	Fromberg Elem	5E	153
Carbon	Fromberg H S	5H	61
Carab	Edgar Elem	6E	22
Carbon	Belfry Schools	2K	133
Carter	Hammond-Hawks Home Elem	6E	11
Carter	Johnston Elem	6E	7
Carter	Albion Elem	6E	9
Carter	Coal Creek-Plainview Elem	6E	10
Carter	Ekalaka Elem	5E	122
Carter	Ridge Elem	6E	2
Carter	Alzada Elem	6E	11
Carter	Carter County H S	5H	58
Cascade	Great Falls Elem	1E	8,824
Cascade	Great Falls H S	1H	3,918
Cascade	Cascade Elem	4E	258
Cascade	Cascade H S	4H	172
Cascade	Centerville Elem	4E	230
Cascade	Centerville H S	4H	102
Cascade	Belt Elem	4E	256
Cascade	Belt H S	4H	142
Cascade	Simms H S	4H	170
Cascade	Vaughn Elem	4E	159
Cascade	Ulm Elem	5E	139
Cascade	Deep Creek Elem	6E	10
Cascade	Sun River Valley Elem	4E	270
Cascade	Lame Deer High School	SF	78
Chouteau	Fort Benton Elem	4E	310
Chouteau	Fort Benton H S	4H	187
Chouteau	Loma Elem	6E	11
Chouteau	Big Sandy Elem	4E	190
Chouteau	Big Sandy H S	4H	84

List of School Districts by County			
County	School District	Size Category	Total Enrollment
Chouteau	Warrick Elem	6E	4
Chouteau	Highwood Elem	5E	103
Chouteau	Highwood H S	5H	39
Chouteau	Geraldine Elem	5E	108
Chouteau	Geraldine H S	5H	58
Chouteau	Carter Elem	6E	6
Chouteau	Knees Elem	6E	10
Chouteau	Benton Lake Elem	6E	9
Custer	Miles City Elem	2E	1,312
Custer	Kircher Elem	6E	57
Custer	Trail Creek Elem	6E	13
Custer	Hockett-Basin Spr Crk El	6E	3
Custer	Cottonwood Elem	6E	16
Custer	Moon Creek Elem	6E	10
Custer	Kinsey Elem	5E	41
Custer	Twin Buttes Elem	6E	5
Custer	S Y Elem	6E	7
Custer	S H-Foster Creek Elem	6E	9
Custer	Custer County H S	2H	735
Custer	Lame Deer High School	SF	85
Daniels	Scobey Schools	2K	327
Daniels	Peerless Schools	2K	49
Daniels	Flaxville Schools	2K	50
Dawson	Glendive Elem	2E	1,084
Dawson	Dawson County H S	2H	553
Dawson	Bloomfield Elem	6E	21
Dawson	Lindsay Elem	6E	11
Dawson	Richey Elem	5E	54
Dawson	Richey H S	5H	41
Dawson	Deer Creek Elem	6E	11
Deer Lodge	Anaconda Elem	2E	1,200
Deer Lodge	Anaconda H S	2H	573
Fallon	Baker Elem	3E	412
Fallon	Baker H S	3H	220
Fallon	Plevna Schools	2K	136

List of School Districts by County			
County	School District	Size Category	Total Enrollment
Fergus	Lewistown Elem	2E	1,130
Fergus	Fergus H S	2H	548
Fergus	Deerfield Elem	6E	6
Fergus	Grass Range Elem	5E	99
Fergus	Grass Range H S	5H	53
Fergus	King Colony Elem	6E	5
Fergus	Moore Elem	5E	74
Fergus	Moore H S	5H	47
Fergus	Roy Schools	2K	80
Fergus	Denton Elem	5E	120
Fergus	Denton H S	5H	59
Fergus	Spring Creek Colony Elem	6E	9
Fergus	Winifred Schools	2K	169
Fergus	Ayers Elem	6E	16
Flathead	Deer Park Elem	5E	122
Flathead	Fair-Mont-Egan Elem	4E	160
Flathead	Swan River Elem	4E	168
Flathead	Kalispell Elem	1E	2,608
Flathead	Flathead H S	1H	2,359
Flathead	Columbia Falls Elem	2E	1,825
Flathead	Columbia Falls H S	2H	928
Flathead	Creston Elem	5E	92
Flathead	Cayuse Prairie Elem	4E	239
Flathead	Helena Flats Elem	4E	208
Flathead	Kila Elem	5E	154
Flathead	Smith Valley Elem	4E	153
Flathead	Pleasant Valley Elem	6E	8
Flathead	Somers Elem	3E	552
Flathead	Bigfork Elem	3E	583
Flathead	Bigfork H S	3H	379
Flathead	Whitefish Elem	2E	1,407
Flathead	Whitefish H S	2H	657
Flathead	Evergreen Elem	3E	687
Flathead	Marion Elem	5E	117
Flathead	Olney-Bissell Elem	5E	98
Flathead	West Valley Elem	4E	305
Flathead	West Glacier Elem	5E	63

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Gallatin	Manhattan Elem	4E	367
Gallatin	Manhattan H S	3H	207
Gallatin	Bozeman Elem	1E	3,391
Gallatin	Bozeman H S	1H	1,648
Gallatin	Willow Creek Elem	5E	52
Gallatin	Willow Creek H S	5H	22
Gallatin	Springhill Elem	6E	12
Gallatin	Cottonwood Elem	6E	21
Gallatin	Three Forks Elem	4E	374
Gallatin	Three Forks H S	4H	124
Gallatin	Pass Creek Elem	6E	12
Gallatin	Monforton Elem	4E	220
Gallatin	Gallatin Gateway Elem	4E	155
Gallatin	Anderson Elem	4E	173
Gallatin	La Motte Elem	5E	49
Gallatin	Belgrade Elem	2E	1,451
Gallatin	Belgrade H S	2H	613
Gallatin	Malmborg Elem	6E	16
Gallatin	West Yellowstone Schools	2K	292
Gallatin	Ophir Elem	5E	97
Gallatin	Amsterdam Elem	5E	85
Garfield	Jordan Elem	5E	112
Garfield	Garfield County H S	4H	94
Garfield	Big Dry Creek Elem	6E	4
Garfield	Van Norman Elem	6E	9
Garfield	Pine Grove Elem	6E	5
Garfield	Kester Elem	6E	1
Garfield	Cohagen Elem	6E	16
Garfield	Benzien Elem	6E	3
Garfield	Sand Springs Elem	6E	10
Garfield	Ross Elem	6E	3
Glacier	Browning Elem	2E	1,553
Glacier	Browning H S	2H	490
Glacier	Cut Bank Elem	3E	793
Glacier	Cut Bank H S	3H	293
Glacier	East Glacier Park Elem	5E	89
Glacier	Mountain View Elem	6E	16

Appendix B

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Golden Valley	Ryegate Schools	2K	92
Golden Valley	Lavina Schools	2K	129
Granite	Philipsburg Schools	2K	310
Granite	Hall Elem	6E	33
Granite	Drummond Elem	5E	145
Granite	Drummond H S	4H	97
Hill	Davey Elem	6E	15
Hill	Box Elder Elem	4E	250
Hill	Box Elder H S	5H	75
Hill	Havre Elem	2E	1,636
Hill	Havre H S	2H	831
Hill	Cottonwood Elem	6E	14
Hill	Rocky Boy Elem	4E	397
Hill	K-G Elem	5E	98
Hill	K-G H S	5H	51
Hill	Gildford Colony Elem	6E	7
Hill	Blue Sky Schools	2K	190
Hill	Rocky Boy H S	4H	103
Jefferson	Clancy Elem	4E	361
Jefferson	Whitehall Elem	3E	456
Jefferson	Whitehall H S	3H	218
Jefferson	Basin Elem	6E	32
Jefferson	Boulder Elem	4E	260
Jefferson	Jefferson H S	3H	341
Jefferson	Cardwell Elem	5E	44
Jefferson	Montana City Elem	4E	319
Judith Basin	Stanford Schools	2K	178
Judith Basin	Hobson Schools	2K	174
Judith Basin	Raynesford Elem	6E	8
Judith Basin	Geyser Elem	5E	83
Judith Basin	Geyser H S	5H	34
Lake	Arlee Elem	4E	349
Lake	Arlee H S	4H	134
Lake	Polson Elem	2E	1,252
Lake	Polson H S	2H	515
Lake	St Ignatius Schools	1K	634
Lake	Valley View Elem	6E	27
Lake	Swan Lake-Salmon Elem	6E	29

List of School Districts by County			
County	School District	Size Category	Total Enrollment
Lake	Ronan Elem	2E	1,203
Lake	Ronan H S	2H	447
Lake	Charlo Elem	4E	242
Lake	Charlo H S	4H	114
Lake	Upper West Shore Elem	6E	17
Lewis & Clark	Helena Elem	1E	5,410
Lewis & Clark	Helena H S	1H	2,897
Lewis & Clark	Kessler Elem	4E	284
Lewis & Clark	Trinity Elem	6E	22
Lewis & Clark	East Helena Elem	2E	1,141
Lewis & Clark	Wolf Creek Elem	6E	13
Lewis & Clark	Craig Elem	6E	12
Lewis & Clark	Auchard Creek Elem	6E	32
Lewis & Clark	Augusta Elem	5E	101
Lewis & Clark	Augusta H S	5H	48
Lewis & Clark	Lincoln Schools	2K	243
Liberty	Whitlash Elem	6E	12
Liberty	J-I Schools	2K	133
Liberty	Chester Elem	4E	195
Liberty	Chester H S	4H	111
Liberty	Liberty Elem	5E	75
Lincoln	Troy Elem	3E	427
Lincoln	Troy H S	3H	233
Lincoln	Libby Schools	1K	2,078
Lincoln	Eureka Elem	3E	548
Lincoln	Lincoln County H S	3H	326
Lincoln	Fortine Elem	5E	87
Lincoln	McCormick Elem	6E	9
Lincoln	Sylvanite Elem	6E	8
Lincoln	Yaak Elem	6E	17
Lincoln	Trego Elem	5E	79
Madison	Alder Elem	5E	41
Madison	Sheridan Elem	4E	208
Madison	Sheridan H S	4H	118
Madison	Twin Bridges Schools	2K	243
Madison	Harrison Elem	5E	111
Madison	Harrison H S	5H	46
Madison	Ennis Schools	1K	407

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
McCone	Circle Elem	4E	194
McCone	Circle H S	4H	122
McCone	Southview Elem	6E	9
McCone	Vida Elem	6E	21
Meagher	Lennep Elem	6E	11
Meagher	White Sulphur Spgs Elem	4E	188
Meagher	White Sulphur Spgs H S	4H	108
Meagher	Ringling Elem	6E	7
Mineral	Alberton Elem	5E	138
Mineral	Alberton H S	4H	83
Mineral	Superior Elem	4E	301
Mineral	Superior H S	4H	178
Mineral	St Regis Elem	5E	144
Mineral	St Regis H S	4H	83
Missoula	Missoula Elem	1E	5,829
Missoula	Missoula H S	1H	3,907
Missoula	Hellgate Elem	2E	1,226
Missoula	Lolo Elem	3E	641
Missoula	Potomac Elem	5E	120
Missoula	Bonner Elem	4E	381
Missoula	Woodman Elem	5E	55
Missoula	DeSmet Elem	5E	125
Missoula	Target Range Elem	3E	493
Missoula	Sunset Elem	6E	7
Missoula	Clinton Elem	4E	259
Missoula	Swan Valley Elem	5E	90
Missoula	Seeley Lake Elem	4E	261
Missoula	Frenchtown Schools	1K	1,049
Musselshell	Musselshell Elem	6E	20
Musselshell	Roundup Elem	3E	490
Musselshell	Roundup H S	3H	241
Musselshell	Melstone Elem	5E	63
Musselshell	Melstone H S	5H	48
Park	Livingston Elem	2E	1,156
Park	Park H S	2H	567
Park	Gardiner Elem	4E	196
Park	Cooke City Elem	6E	7
Park	Pine Creek Elem	6E	34

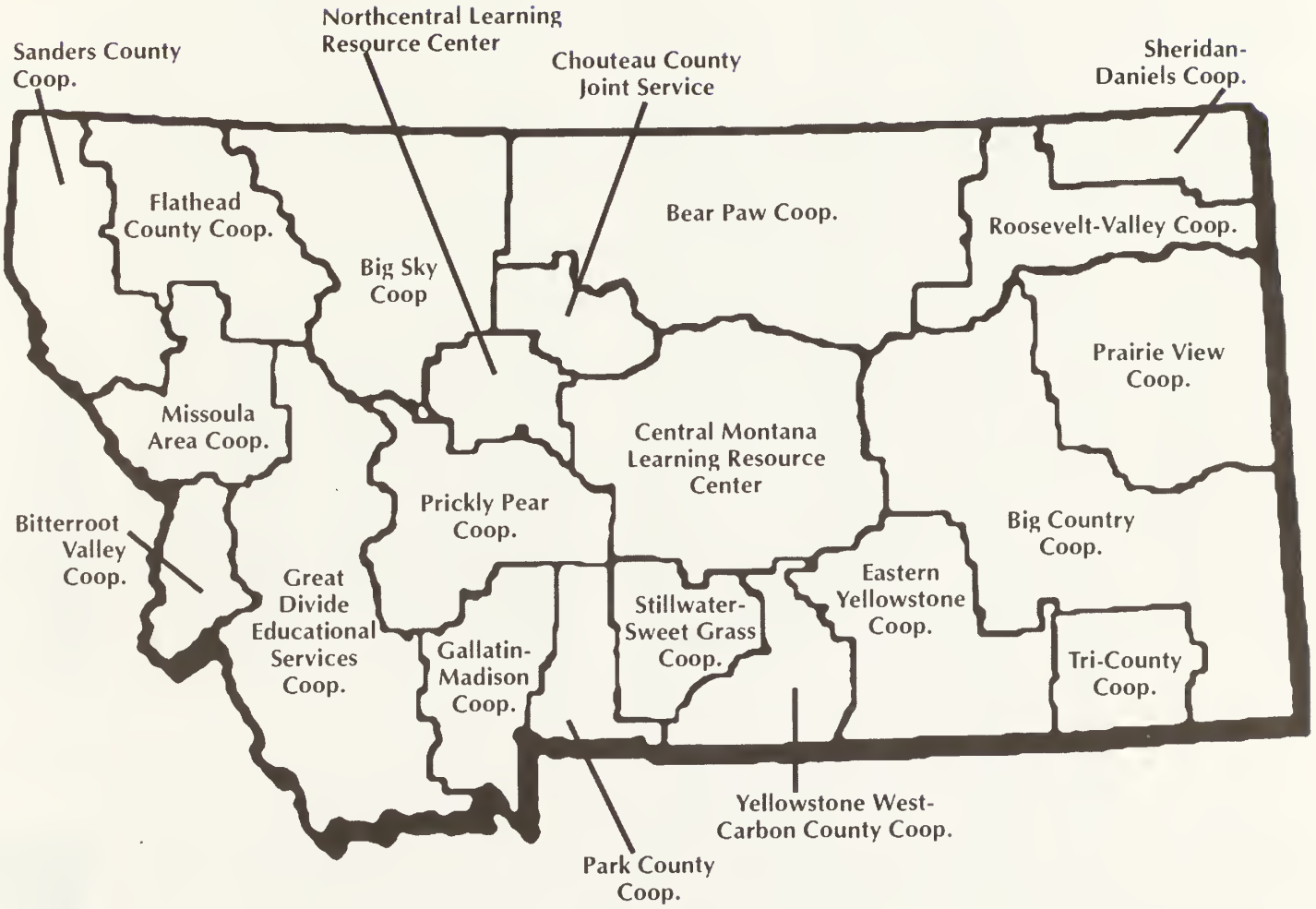
List of School Districts by County			
County	School District	Size Category	Total Enrollment
Park	Springdale Elem	6E	11
Park	Gardiner H S	4H	92
Park	Arrowhead Elem	5E	90
Park	Shields Valley Elem	4E	233
Park	Shields Valley H S	4H	103
Petroleum	Winnett Schools	2K	114
Phillips	Dodson Elem	5E	78
Phillips	Dodson H S	5H	45
Phillips	Landusky Elem	6E	1
Phillips	Saco H S	5H	44
Phillips	Malta Elem	3E	467
Phillips	Malta H S	3H	244
Phillips	Whitewater Schools	2K	105
Phillips	Saco Elem	5E	81
Pondera	Heart Butte Elem	4E	230
Pondera	Dupuyer Elem	6E	22
Pondera	Conrad Elem	3E	573
Pondera	Conrad H S	3H	288
Pondera	Valier Elem	4E	191
Pondera	Valier H S	4H	100
Pondera	Brady Schools	2K	73
Pondera	Miami Elem	6E	14
Pondera	Heart Butte H S	4H	97
Powder River	Biddle Elem	6E	18
Powder River	Belle Creek Elem	6E	12
Powder River	Billup Elem	6E	7
Powder River	Broadus Elem	4E	237
Powder River	Powder River Co Dist H S	4H	160
Powder River	South Stacey Elem	6E	5
Powell	Deer Lodge Elem	3E	662
Powell	Powell County H S	3H	342
Powell	Ovando Elem	6E	32
Powell	Helmville Elem	6E	30
Powell	Garrison Elem	6E	12
Powell	Elliston Elem	6E	31
Powell	Avon Elem	5E	47
Powell	Gold Creek Elem	6E	9
Prairie	Terry Schools	2K	236

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Ravalli	Corvallis Schools	1K	1,286
Ravalli	Stevensville Elem	2E	849
Ravalli	Stevensville H S	2H	516
Ravalli	Hamilton Schools	1K	1,599
Ravalli	Victor Schools	2K	395
Ravalli	Darby Schools	1K	677
Ravalli	Lone Rock Elem	4E	203
Ravalli	Florence-Carlton Schools	1K	930
Richland	Sidney Elem	2E	1,001
Richland	Sidney H S	2H	522
Richland	Savage Elem	5E	122
Richland	Savage H S	5H	68
Richland	Brorson Elem	6E	19
Richland	Fairview Elem	4E	187
Richland	Fairview H S	4H	125
Richland	Rau Elem	5E	70
Richland	Lambert Elem	5E	88
Richland	Lambert H S	5H	41
Roosevelt	Frontier Elem	5E	139
Roosevelt	Poplar Elem	3E	785
Roosevelt	Poplar H S	3H	218
Roosevelt	Culbertson Elem	4E	199
Roosevelt	Culbertson H S	4H	86
Roosevelt	Wolf Point Elem	3E	793
Roosevelt	Wolf Point H S	3H	308
Roosevelt	Brockton Elem	5E	130
Roosevelt	Brockton H S	5H	46
Roosevelt	Bainville Schools	2K	121
Roosevelt	Froid Elem	5E	78
Roosevelt	Froid H S	5H	38
Rosebud	Rock Spring Elem	6E	3
Rosebud	Birney Elem	6E	14
Rosebud	Forsyth Elem	4E	398
Rosebud	Forsyth H S	3H	208
Rosebud	Lame Deer Elem	4E	394
Rosebud	Rosebud Elem	5E	82
Rosebud	Rosebud H S	5H	35
Rosebud	Colstrip Elem	3E	732

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Rosebud	Colstrip H S	3H	384
Rosebud	Ashland Elem	5E	100
Rosebud	Ylstn Academy Elem	4H	91
Sanders	Ashland Elem	4E	348
Sanders	Plains H S	4H	171
Sanders	Thompson Falls Elem	3E	436
Sanders	Thompson Falls H S	3H	232
Sanders	Trout Crk Elem	5E	113
Sanders	Paradise Elem	5E	58
Sanders	Dixon Elem	5E	54
Sanders	Noxon Elem	4E	194
Sanders	Noxon H S	4H	128
Sanders	Camas Prairie Elem	6E	14
Sanders	Hot Springs Elem	4E	186
Sanders	Hot Springs H S	5H	72
Sheridan	Westby Elem	5E	51
Sheridan	Westby H S	5H	38
Sheridan	Medicine Lk El	5E	107
Sheridan	Medicine Lk H S	4H	80
Sheridan	Plentywood Schools (K-12)	1K	528
Sheridan	Outlook Schools (K-12)	2K	72
Silver Bow	Butte Elem	1E	3,917
Silver Bow	Ramsay Elem	5E	177
Silver Bow	Divide Elem	6E	19
Silver Bow	Melrose Elem	6E	19
Silver Bow	Ylstn Academy Elem	1H	1,719
Stillwater	Melrose Elem	4E	233
Stillwater	Melrose Elem	4H	101
Stillwater	Melrose Elem	3E	443
Stillwater	Columbus H S	4H	185
Stillwater	Reedpoint Elem	5E	61
Stillwater	Reedpoint H S	5H	43
Stillwater	Molt Elem	6E	4
Stillwater	Fishtail Elem	6E	17
Stillwater	Nye Elem	6E	12
Stillwater	Rapelje Elem	5E	53
Stillwater	Rapelje H S	5H	41
Stillwater	Absarokee Elem	4E	259
Stillwater	Absarokee H S	4H	139

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Sweet Grass	Big Timber Elem	4E	345
Sweet Grass	Melville Elem	6E	15
Sweet Grass	Greycliff Elem	6E	26
Sweet Grass	McLeod Elem	6E	5
Sweet Grass	Bridge Elem	6E	4
Sweet Grass	Sweet Grass County H S	4H	174
Teton	Choteau Elem	4E	320
Teton	Choteau H S	4H	172
Teton	Bynum Elem	5E	62
Teton	Fairfield Elem	4E	204
Teton	Fairfield H S	4H	138
Teton	Dutton Schools	2K	178
Teton	Power Elem	5E	86
Teton	Power H S	5H	64
Teton	Golden Ridge Elem	6E	36
Teton	Pendroy Elem	6E	27
Teton	Greenfield Elem	5E	77
Toole	Sunburst Schools	2K	321
Toole	Shelby Elem	3E	523
Toole	Shelby H S	3H	224
Toole	Galata Elem	6E	15
Treasure	Hysham Schools	2K	165
Valley	Glasgow Schools	1K	1,020
Valley	Frazer Elem	5E	106
Valley	Frazer H S	5H	42
Valley	Hinsdale Elem	5E	72
Valley	Hinsdale H S	5H	31
Valley	Opheim Schools	2K	94
Valley	Nashua Schools	2K	194
Valley	Lustre Elem	5E	42
Wheatland	Two Dot Elem	6E	16
Wheatland	Harlowton Elem	4E	196
Wheatland	Harlowton H S	4H	123
Wheatland	Shawmut Elem	6E	10
Wheatland	Judith Gap Elem	5E	87
Wheatland	Judith Gap H S	5H	40
Wibaux	Wibaux Schools	2K	228

List of School Districts by County			
County	**School District**	**Size Category**	**Total Enrollment**
Yellowstone	Billings Elem	1E	10,836
Yellowstone	Billings H S	1H	5,284
Yellowstone	Lockwood Elem	2E	1,239
Yellowstone	Blue Creek Elem	5E	143
Yellowstone	Canyon Creek Elem	4E	217
Yellowstone	Laurel Elem	2E	1,297
Yellowstone	Laurel H S	2H	642
Yellowstone	Elder Grove Elem	4E	278
Yellowstone	Custer Schools	2K	83
Yellowstone	Morin Elem	6E	35
Yellowstone	Broadview Elem	5E	106
Yellowstone	Broadview H S	5H	52
Yellowstone	Elysian Elem	5E	147
Yellowstone	Huntley Project Schools	1K	794
Yellowstone	Shepherd Elem	3E	539
Yellowstone	Shepherd H S	3H	299
Yellowstone	Pioneer Elem	5E	62
Yellowstone	Independent Elem	4E	223
Yellowstone	Yellowstone Education Ctr	5E	50



Special Education Cooperatives, 1996-97

Appendix C

What Montanans Want to Know

Fifteen town meetings were conducted by State Superintendent of Schools Nancy Keenan between January and May of 1998. The input from those meetings and from surveys, which were completed and returned to OPI were compiled to determine which questions would be considered most important to help gauge the quality of schools.

In each category the questions are by order of interest. Low interest questions were not included on this list; an * indicates highest overall interest

Indicator 1. School Programs and Course Offerings

- *Are students offered courses that meet their needs?
- Are the school programs and days structured to meet student and staff needs?
- Are materials available and appropriate teaching methods used?

Indicator 2. Environment for Learning

- What are the local attitudes toward schools?
- How involved is the community with the schools, and vice-versa?
- What are some community factors that impact the student environment?

Indicator 3. Student Achievement

- *Are there clear standards and expectations for what student should know and be able to do?
- How do student test scores compare with other Montana districts, states, and countries?
- What kinds of recognition of student achievement are provided?

Indicator 4. School Success

- How many students complete high school?
- What is the school's accreditation status?
- What do graduates do upon completion of high school?

Indicator 5. Student Services

- What counseling and career guidance is available?
- Are intramural and extracurricular student activities available?

Indicator 6. School Finance

- How much does it cost to educate a student?
- How is the money spent?
- What are the district's revenue sources?
- Is the local budget well-managed?

Indicator 7. School Staffing and Teacher Characteristics

- *How many students are in each classroom?
- *What is the quality of the education staff—experience, skills, turnover?
- What opportunities are available for staff development?

Indicator 8. Student Involvement with Learning

- Are the students engaged with learning?
- What are the policies relative to attendance?

Indicator 9. School Facilities

- Are the facilities appropriate for students' needs and safety?
- Does the student body fit in the building space?

Indicator 10. Background Characteristics of Students

- What is the makeup of the student body?
- What portions of students do special programs serve?

Appendix D

Questions to Ask Local Schools

Indicator 1. School Programs and Course Offerings

- What process is used to review, evaluate, and revise program and course offerings to match the identified needs of the students and community?
- Are students given opportunities to understand and use technology? Learn second languages? Explore personal interests? Achieve high academic standards? Utilize references and external resources through the library, technology, and the Internet?
- How has the school schedule been adjusted to meet identified local needs?
- Are materials up to date: textbooks, library materials, laboratory facilities? If not, what would it take to update them?

Indicator 2. Environment for Learning

- Has a survey of the local school climate been done? What were the results?
- How does the climate of the school affect students' ability to learn?
- What community resources could help support a positive learning environment?
- Are local board policies easy for the public to access and review?
- How do the discipline policies of the school district affect school safety?

Indicator 3. Student Achievement

- Does the school have clear expectations for what students should know and be able to do at each grade level?
- How is the school using student achievement results to provide programs that meet student needs and improve teaching and learning?
- What can the community do to assist with academic challenges and recognition for local students?

Indicator 4. School Success

- What does the school have to celebrate?
- How many 9th through 12th grade students graduate from high school?
- Do there appear to be different rates of graduation based on gender, ethnic origin, or economic status?
- Does the district have an aggressive program to lower truancy and dropout rates?
- Are the schools in our district fully accredited? If any schools are not meeting accreditation standards, what strategies are in place to meet those standards within a reasonable time period?
- What information is available on what happens to students once they graduate from high school?

Indicator 5. Student Services and Activities

- Does the school have adequate resources to meet the counseling needs of the students?
- How much emphasis is placed on career guidance?
- What portion of the total student body participates in activities?
- What activities are available to students within the school district?
- Are there opportunities for the community to provide resources to broaden the scope of student activities?

Indicator 6. School Finance

- How are the financial resources allocated between schools and programs in the district? Does the allocation reflect district priorities?
- What are the links between how financial resources are used and improved teaching and learning?
- What factors have affected the allocations of funding over time (i.e. declining enrollment, school construction, staff turnover, experience level of staff)?
- How does the district communicate school finance information to the public?

Indicator 7. School Staffing and Teacher Characteristics

- What are the benefits of smaller class sizes? What kinds of tradeoffs take place in a district in order to provide those benefits?
- What are the local procedures for teacher and administrator evaluations?
- What portion of the teaching staff leaves the district each year?
- Does that turnover maintain a balance between new and experienced teachers?
- What professional development opportunities are available for the school staff? Are those opportunities targeted to the needs of the students and the staff?

Indicator 8. Student Involvement with Learning

- How could parents and the community encourage students to be actively engaged with learning?
- What clubs, activities, or courses have been created to extend student interests beyond the classroom?
- What are the local board policies on student attendance, and how do those policies affect a student's education?
- What are the local attendance and absence rates?

Indicator 9. School Facilities

- What tests, assessments, and inspections have been completed on the school facilities?
- What safety issues were identified and what changes have been made?
- How does the facility design and utilization reflect the educational goals of the district?
- How does the district gather and use public input on the design and utilization of school facilities?

Indicator 10. Background Characteristics of Students

- What are the background characteristics and special needs of the students in this district?
- How many students are eligible for and served by programs for special needs students?
- What does the school do to identify and serve student needs?

Appendix E

Montana Program Level Descriptions, Board of Public Education

Through administrative rules 10-55-901 through 904, ARM, the Montana Board of Public Education established basic academic program requirements for the following levels :

- *Elementary* – any combination of kindergarten, other preschool, or first eight grades
- *Junior High* – grades 7 through 9 (Kalispell has the only approved Junior High program in Montana)
- *Grades Seven and Eight* – a program that encompasses grades 7 and 8
- *Middle School* – any combination of grades 4 through 8
- *High School* – any combination of grades 9 through 12

Note: Grades 7 and 8 receive funding at high school rates if they are included in approved *Junior High*, *Grades Seven and Eight*, or *Middle School* programs

An overall program requirement is that the programs provide students the opportunity to obtain the attitudes, concepts, skills, and knowledge to meet the academic standards set out in the accreditation rules.

Appendix F

Program Offerings by School System

County	School System Name	Title I - Disadvantaged	Title VI - Innovative Educational Programs	Title IV - Drug Free Schools	Title II - Eisenhower Professional Development	Special Education* - State & Federal	SIMMS - Math & Science	Carl Perkins Vo-Ed - Federal	State Vocational Ed.	State Gifted & Talented	School Foods	Other**
BEAVERHEAD	Beaverhead Co High School	x	x	x	x	C	x	x	x			
BEAVERHEAD	Dillon Elementary		x			C				x	x	
BEAVERHEAD	Grant Elementary											
BEAVERHEAD	Jackson Elementary											
BEAVERHEAD	Lima K-12 Schools	x	x	x	x	C			x		x	
BEAVERHEAD	Polaris Elementary		x		x	C						
BEAVERHEAD	Reichle Elementary											
BEAVERHEAD	Wisdom Elementary		x			C						
BEAVERHEAD	Wise River Elementary											
BIG HORN	Community Elementary		x			C						
BIG HORN	Hardin Public Schools	x	x	x	x	D	x	x	x	x	x	
BIG HORN	Lodge Grass Public Schls	x	x	x	x	D		x	x		x	
BIG HORN	Pryor Public Schools	x	x	x	x	C			x		x	
BIG HORN	Squirrel Creek Elementary											
BIG HORN	Wyola Elementary	x	x	x	x	D					x	
BLAINE	Bear Paw Elementary		x			C						
BLAINE	Chinook Public Schools	x	x	x		C		x	x		x	
BLAINE	Cleveland-Lone Tree Elem		x			C						
BLAINE	Harlem Public Schools	x	x	x	x	C		x	x	x	x	
BLAINE	Hays-Lodge Pole K-12 Schls	x	x	x	x	C			x		x	
BLAINE	Lloyd Elementary		x			C						
BLAINE	North Harlem Colony Elem		x	x		C					x	
BLAINE	Turner Public Schools	x		x		C	x		x		x	
BLAINE	Zurich Elementary		x			C					x	
BROADWATER	Townsend K-12 Schools	x	x	x	x	C		x	x		x	
CARBON	Belfry K-12 Schools	x	x			C			x		x	
CARBON	Boyd Elementary		x			C					x	
CARBON	Bridger K-12 Schools	x	x	x		C	x	x	x	x	x	
CARBON	Edgar Elementary		x	x		C					x	
CARBON	Fromberg Public Schools	x	x	x	x	C			x		x	

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CARBON	Jackson Elementary	x	x	x		C					x	
CARBON	Joliet Public Schools	x	x	x		C	x	x	x	x	x	
CARBON	Luther Elementary		x			C					x	
CARBON	Red Lodge Public Schools	x	x	x	x	C	x		x		x	x
CARBON	Roberts K-12 Schools	x	x	x		C					x	
CARTER	Albion Elementary		x			C						
CARTER	Alzada Elementary		x			C						
CARTER	Carter County High School	x	x	x	x	C		x	x			
CARTER	Coal Creek-Plainview Elem	x	x									
CARTER	Ekalaka Elementary		x			C					x	
CARTER	Hawks Home Elementary		x			C						
CARTER	Johnston Elementary		x			C						
CARTER	Ridge Elementary		x			C						
CASCADE	Belt Public Schools	x	x	x		C	x	x	x	x	x	
CASCADE	Cascade Public Schools	x	x	x		C	x	x	x		x	
CASCADE	Centerville Public Schls	x	x	x	x	C		x	x	x	x	
CASCADE	Deep Creek Elementary		x			C						
CASCADE	Great Falls Public Schls	x	x	x	x	D	x	x	x	x	x	
CASCADE	Sun River Valley Pub Schls	x	x	x	x	C		x	x	x	x	
CASCADE	Ulm Elementary		x	x		C				x	x	
CASCADE	Vaughn Elementary	x	x	x	x	C				x	x	
CHOUTEAU	Benton Lake Elementary		x	x		C						
CHOUTEAU	Big Sandy Public Schools	x	x			C			x		x	
CHOUTEAU	Carter Elementary		x			C						
CHOUTEAU	Fort Benton Public Schls	x	x	x		C	x		x		x	
CHOUTEAU	Geraldine Public Schools	x	x			C					x	
CHOUTEAU	Highwood Public Schools	x	x			C					x	
CHOUTEAU	Knees Elementary		x			C						
CHOUTEAU	Loma Elementary	x	x			C						
CHOUTEAU	Warrick Elementary		x			C						

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CUSTER	Cottonwood Elementary		x			C						
CUSTER	Kinsey Elementary		x	x	x	C					x	
CUSTER	Kircher Elementary	x	x			C					x	
CUSTER	Miles City Public Schools	x	x	x	x	D		x	x	x	x	
CUSTER	Moon Creek Elementary		x			C						
CUSTER	S H Elementary		x			C						
CUSTER	S Y Elementary		x			C						
CUSTER	Spring Creek Elementary		x			C						
CUSTER	Trail Creek Elementary		x			C						
CUSTER	Twin Buttes Elementary		x			C						
DANIELS	Flaxville K-12 Schools	x	x	x		C					x	
DANIELS	Peerless K-12 Schools	x	x			C			x		x	
DANIELS	Scobey K-12 Schools	x	x	x		C	x	x	x	x	x	
DAWSON	Bloomfield Elementary	x	x			C						
DAWSON	Deer Creek Elementary	x	x	x	x	C						
DAWSON	Glendive Ele & Dawson Co HS	x	x	x	x	D			x	x	x	
DAWSON	Lindsay Elementary	x	x			C						
DAWSON	Richey Public Schools	x	x	x		C			x		x	
DEER LODGE	Anaconda Public Schools	x	x	x	x	C	x	x	x		x	
FALLON	Baker Public Schools	x	x	x	x	C		x	x		x	
FALLON	Plevna K-12 Schools		x		x	C			x		x	
FERGUS	Ayers Elementary		x			C					x	
FERGUS	Deerfield Elementary		x		x	C					x	
FERGUS	Denton Public Schools	x	x			C		x	x	x	x	
FERGUS	Grass Range Public Schls	x	x		x	C	x	x	x	x	x	
FERGUS	King Colony Elementary		x			C					x	
FERGUS	Lewistown Public Schools	x	x	x	x	C	x	x	x		x	x
FERGUS	Moore Public Schools	x	x		x	C			x		x	
FERGUS	Roy K-12 Schools		x		x	C					x	
FERGUS	Spring Creek Colony Elem		x			C					x	

Appendix F

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FERGUS	Winifred K-12 Schools		x		x	C		x	x		x	
FLATHEAD	Bigfork Public Schools	x	x	x	x	P	x	x	x	x	x	
FLATHEAD	Cayuse Prairie Elementary	x	x			C				x		
FLATHEAD	Columbia Falls Pub Schls	x	x	x	x	D	x	x	x		x	
FLATHEAD	Creston Elementary	x	x			C						
FLATHEAD	Deer Park Elementary	x	x			C						
FLATHEAD	Evergreen Elementary	x	x			P					x	
FLATHEAD	Fair-Mont-Egan Elementary		x			C						
FLATHEAD	Helena Flats Elementary	x	x		x	P				x		
FLATHEAD	Kalispell Public Schools	x	x	x	x	D	x	x	x	x	x	
FLATHEAD	Kila Elementary	x	x			C					x	
FLATHEAD	Marion Elementary	x	x			C				x	x	
FLATHEAD	Olney-Bissell Elementary		x			C				x		
FLATHEAD	Pleasant Valley Elem		x			C						
FLATHEAD	Smith Valley Elementary	x	x			C						
FLATHEAD	Somers Elementary	x	x			C					x	
FLATHEAD	Swan River Elementary	x	x			C					x	
FLATHEAD	West Glacier Elementary	x	x	x	x	C						
FLATHEAD	West Valley Elementary	x	x	x	x	C						
FLATHEAD	Whitefish Public Schools	x	x	x	x	D		x	x	x	x	
GALLATIN	Amsterdam Elementary		x			C						
GALLATIN	Anderson Elementary		x	x		C				x		
GALLATIN	Belgrade Public Schools	x	x	x	x	D		x	x	x	x	
GALLATIN	Bozeman Public Schools	x	x	x	x	D		x	x	x	x	
GALLATIN	Cottonwood Elementary	x				C						
GALLATIN	Gallatin Gateway Elem		x			C					x	
GALLATIN	LaMotte Elementary	x	x			C						
GALLATIN	Malmborg Elementary		x			C						
GALLATIN	Manhattan Public Schools	x	x	x	x	D			x	x	x	
GALLATIN	Monforton Elementary	x	x	x	x	C				x	x	

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GALLATIN	Ophir Elementary											
GALLATIN	Pass Creek Elementary											
GALLATIN	Springhill Elementary											
GALLATIN	Three Forks Public Schls	x	x	x	x	D			x		x	
GALLATIN	West Yellowstone K-12 Schls	x	x	x	x	C	x		x		x	x
GALLATIN	Willow Creek Public Schls	x	x			C					x	
GARFIELD	Benzien Elementary		x									
GARFIELD	Big Dry Creek Elementary		x			C						
GARFIELD	Cohagen Elementary		x			C						
GARFIELD	Jordan Public Schools	x	x	x		C		x	x		x	
GARFIELD	Kester Elementary		x									
GARFIELD	Pine Grove-Cap Rock Elem		x			C						
GARFIELD	Ross Elementary		x									
GARFIELD	Sand Springs Elementary		x			C						
GARFIELD	Van Norman Elementary	x	x			C						
GLACIER	Browning Public Schools	x	x	x	x	C		x	x		x	
GLACIER	Cut Bank Public Schools	x	x	x		C	x	x	x	x	x	x
GLACIER	East Glacier Park Elem	x	x	x		D					x	
GLACIER	Mountain View Elementary		x			C						
GOLDEN VALLEY	Lavina K-12 Schools	x	x	x	x	C	x	x			x	
GOLDEN VALLEY	Ryegate K-12 Schools	x	x			C					x	
GRANITE	Drummond Public Schools	x	x	x	x	C			x	x	x	
GRANITE	Hall Elementary	x	x		x	C						
GRANITE	Philipsburg K-12 Schools	x	x	x	x	C	x	x	x		x	x
HILL	Blue Sky K-12 Schools		x			C			x		x	
HILL	Box Elder Public Schools	x	x	x		C		x	x		x	
HILL	Cottonwood Elementary		x	x		C						
HILL	Davey Elementary		x			C						
HILL	Gildford Colony Elem		x			C					x	
HILL	Havre Public Schools	x	x	x	x	D	x	x	x		x	

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HILL	Kremlin-Gildford Pub Schls	x	x			C					x	
HILL	Rocky Boy Public Schools	x	x	x	x	C	x	x	x		x	
JEFFERSON	Basin Elementary		x			C						
JEFFERSON	Boulder Ele and Jefferson H S	x	x	x	x	C	x	x	x	x	x	
JEFFERSON	Cardwell Elementary	x	x			C						
JEFFERSON	Clancy Elementary	x	x	x	x	C				x	x	
JEFFERSON	Montana City Elementary		x	x		C				x	x	
JEFFERSON	Whitehall Public Schools	x	x	x	x	C			x		x	
JUDITH BASIN	Geyser Public Schools	x	x			C			x		x	
JUDITH BASIN	Hobson K-12 Schools	x	x			C		x	x		x	
JUDITH BASIN	Raynesford Elementary					C					x	
JUDITH BASIN	Stanford K-12 Schools	x	x	x		C			x		x	
LAKE	Arlee Public Schools	x	x	x	x	C		x	x	x	x	x
LAKE	Charlo Public Schools	x	x	x	x	C		x		x	x	
LAKE	Polson Public Schools	x	x	x	x	P	x	x	x		x	
LAKE	Ronan Public Schools	x	x	x	x	D	x	x	x	x	x	
LAKE	St Ignatius K-12 Schools	x	x	x	x	C	x	x	x	x	x	
LAKE	Swan Lake-Salmon Elem	x	x	x		C						
LAKE	Upper West Shore Elem	x	x		x	P						
LAKE	Valley View Elementary	x	x	x	x	P						
LEWIS AND CLARK	Auchard Creek Elementary		x			C						
LEWIS AND CLARK	Augusta Public Schools	x	x	x		C			x		x	
LEWIS AND CLARK	Craig Elementary	x	x			C						
LEWIS AND CLARK	East Helena Elementary	x	x	x	x	C				x	x	
LEWIS AND CLARK	Helena Public Schools	x	x	x	x	D	x	x	x	x	x	
LEWIS AND CLARK	Kessler Elementary	x	x	x	x	C				x	x	
LEWIS AND CLARK	Lincoln K-12 Schools	x	x	x	x	C			x		x	
LEWIS AND CLARK	Trinity Elementary	x	x			C						
LEWIS AND CLARK	Wolf Creek Elementary					C					x	
LIBERTY	Chester Public Schools	x	x	x		C			x	x	x	

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LIBERTY	J-I K-12 Schools	x	x			C		x		x	
LIBERTY	Liberty Elementary										
LIBERTY	Whitlash Elementary		x			C					
LINCOLN	Eureka Public Schools	x	x	x	x	D	x	x	x	x	
LINCOLN	Fortine Elementary	x	x		x	C					
LINCOLN	Libby K-12 Schools	x	x	x	x	D	x	x	x	x	
LINCOLN	McCormick Elementary										
LINCOLN	Sylvanite Elementary										
LINCOLN	Trego Elementary	x	x	x		C				x	
LINCOLN	Troy Public Schools	x	x	x	x	D				x	
LINCOLN	Yaak Elementary										
MADISON	Alder-Upper Ruby Elem					C				x	
MADISON	Ennis K-12 Schools	x	x		x	C		x		x	
MADISON	Harrison Public Schools	x	x		x	C		x		x	
MADISON	Sheridan Public Schools	x	x	x	x	C	x	x	x	x	
MADISON	Twin Bridges K-12 Schools	x	x		x	C	x	x		x	
MCCONE	Circle Public Schools	x	x	x	x	C					
MCCONE	Southview Elementary		x			C					
MCCONE	Vida Elementary	x	x			C					
MEAGHER	Lennep Elementary										
MEAGHER	Ringling Elementary										
MEAGHER	White Sul Spgs Pub Schls	x	x	x	x	C				x	
MINERAL	Alberton Public Schools	x	x	x	x	C	x		x	x	
MINERAL	St Regis Public Schools	x	x	x	x	C	x	x		x	
MINERAL	Superior Public Schools	x	x	x	x	C	x	x		x	
MISSOULA	Bonner Elementary	x	x			C				x	
MISSOULA	Clinton Elementary	x	x			C				x	
MISSOULA	DeSmet Elementary	x	x			C				x	
MISSOULA	Frenchtown K-12 Schools	x	x	x	x	D	x	x		x	
MISSOULA	Hellgate Elementary	x	x	x	x	D					x

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MISSOULA	Lolo Elementary	x	x		x	C					x	
MISSOULA	Missoula Co Public Schls	x	x	x	x	D	x	x	x	x	x	
MISSOULA	Potomac Elementary	x	x			C					x	
MISSOULA	Seeley Lake Public Schls	x	x		x	C				x	x	
MISSOULA	Sunset Elementary		x			C						
MISSOULA	Swan Valley Elementary	x	x			C				x		
MISSOULA	Target Range Elementary	x	x	x		D					x	
MISSOULA	Woodman Elementary	x	x		x	C						
MUSSELSHELL	Melstone Public Schools	x	x			C			x		x	
MUSSELSHELL	Musselshell Elementary	x	x			C					x	
MUSSELSHELL	Roundup Public Schools	x	x	x	x	C		x	x		x	
PARK	Arrowhead Elementary	x	x		x	C					x	
PARK	Cooke City Elementary											
PARK	Gardiner Public Schools		x	x		C			x		x	
PARK	Livingston Public Schools	x	x	x	x	C	x	x	x		x	x
PARK	Pine Creek Elementary		x			C						
PARK	Shields Valley Pub Schls	x	x	x	x	C			x		x	
PARK	Springdale Elementary		x			C						
PETROLEUM	Winnett K-12 Schools	x	x		x	C		x	x		x	
PHILLIPS	Dodson Public Schools	x	x	x	x	C	x		x	x	x	
PHILLIPS	Landusky Elementary											
PHILLIPS	Malta Public Schools	x	x	x	x	D		x	x	x	x	
PHILLIPS	Saco Public Schools		x	x	x	C		x	x	x	x	
PHILLIPS	Whitewater K-12 Schools	x				C					x	
PONDERA	Brady K-12 Schools	x	x	x		C			x		x	
PONDERA	Conrad Public Schools	x	x	x		C		x	x	x	x	x
PONDERA	Dupuyer Elementary		x	x		C					x	
PONDERA	Heart Butte Public Schls	x	x	x		C		x	x		x	
PONDERA	Miami Elementary		x									
PONDERA	Valier Public Schools	x	x	x		C			x		x	

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POWDER RIVER	Belle Creek Elementary		x			C						
POWDER RIVER	Biddle Elementary		x			C						
POWDER RIVER	Billup Elementary		x			C						
POWDER RIVER	Broadus Public Schools	x	x	x	x	C		x	x	x	x	x
POWDER RIVER	South Stacey Elementary		x			C						
POWELL	Avon Elementary		x		x	C						
POWELL	Deer Lodge Elementary	x	x	x	x	C					x	
POWELL	Elliston Elementary		x	x	x	C					x	
POWELL	Garrison Elementary		x		x	C						
POWELL	Gold Creek Elementary		x			C						
POWELL	Helmville Elementary		x			C						
POWELL	Ovando Elementary	x	x			C						
POWELL	Powell County High School	x	x	x	x	C		x	x			
PRAIRIE	Terry K-12 Schools	x		x	x	C			x	x	x	
RAVALLI	Corvallis K-12 Schools	x	x	x	x	D			x	x	x	
RAVALLI	Darby K-12 Schools	x	x	x	x	C	x	x	x	x	x	
RAVALLI	Florence-Carlton K-12 Schls	x	x	x	x	C		x	x	x	x	
RAVALLI	Hamilton K-12 Schools	x	x	x	x	C		x	x	x	x	x
RAVALLI	Lone Rock Elementary	x	x		x	C				x	x	
RAVALLI	Stevensville Public Schls	x	x			C		x	x	x	x	
RAVALLI	Victor K-12 Schools	x	x	x	x	C	x	x	x	x	x	
RICHLAND	Brorson Elementary		x	x		C						
RICHLAND	Fairview Public Schools	x	x	x		C			x	x	x	
RICHLAND	Lambert Public Schools	x	x	x		C					x	
RICHLAND	Rau Elementary		x	x		C						
RICHLAND	Savage Public Schools	x	x	x		C					x	
RICHLAND	Sidney Public Schools	x	x	x	x	D		x	x	x	x	
ROOSEVELT	Bainville K-12 Schools	x	x	x	x	C	x		x		x	
ROOSEVELT	Brockton Public Schools	x	x	x		C	x				x	
ROOSEVELT	Culbertson Public Schools	x	x	x		C			x	x	x	

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ROOSEVELT	Froid Public Schools	x	x	x		C			x		x	
ROOSEVELT	Frontier Elementary	x	x	x	x	C				x	x	
ROOSEVELT	Poplar Public Schools	x	x	x	x	D	x	x	x	x	x	
ROOSEVELT	Wolf Point Public Schools	x	x	x	x	D			x	x	x	
ROSEBUD	Ashland Elementary	x	x	x	x	C					x	
ROSEBUD	Birney Elementary	x	x	x	x	C						
ROSEBUD	Colstrip Public Schools	x	x	x	x	D	x	x	x		x	
ROSEBUD	Forsyth Public Schools	x	x	x	x	C			x		x	x
ROSEBUD	Lame Deer Public Schools	x	x	x	x	D	x				x	
ROSEBUD	Rock Spring Elementary											
ROSEBUD	Rosebud Public Schools		x	x		C					x	
SANDERS	Camas Prairie Elementary		x			C						
SANDERS	Dixon Elementary	x	x	x		C					x	x
SANDERS	Hot Springs Public Schls	x	x	x	x	C		x	x	x	x	
SANDERS	Noxon Public Schools	x	x	x	x	C			x		x	
SANDERS	Paradise Elementary	x	x		x	P					x	
SANDERS	Plains Public Schools	x	x	x	x	P		x	x		x	
SANDERS	Thompson Falls Pub Schls	x	x	x	x	C		x		x	x	
SANDERS	Trout Creek Elementary	x	x	x		C					x	
SHERIDAN	Medicine Lake Pub Schools	x	x	x		C		x	x		x	
SHERIDAN	Outlook K-12 Schools	x	x	x		C	x				x	
SHERIDAN	Plentywood K-12 Schools	x	x	x	x	C		x	x		x	
SHERIDAN	Westby Public Schools		x	x	x	C					x	
SILVER BOW	Butte Public Schools	x	x	x	x	D		x	x	x	x	x
SILVER BOW	Divide Elementary		x			C						
SILVER BOW	Melrose Elementary		x			C						
SILVER BOW	Ramsay Elementary		x		x	D				x	x	
STILLWATER	Absarokee Public Schools	x	x	x	x	C			x	x	x	
STILLWATER	Columbus Public Schools	x	x	x	x	C			x		x	
STILLWATER	Fishtail Elementary		x			C					x	

County	School System Name	Title I - Disadvantaged	Title VI - Innovative Educational Programs	Title IV - Drug Free Schools	Title II - Eisenhower Professional Development	Special Education* - State & Federal	SIMMS - Math & Science	Carl Perkins Vo-Ed - Federal	State Vocational Ed.	State Gifted & Talented	School Foods	Other**
STILLWATER	Molt Elementary		x			C						
STILLWATER	Nye Elementary		x			C						
STILLWATER	Park City Public Schools	x	x	x		C		x	x	x	x	
STILLWATER	Rapelje Public Schools	x	x	x		C			x		x	
STILLWATER	Reedpoint Public Schools	x	x			C		x	x		x	
SWEET GRASS	Big Timber Elementary	x	x	x	x	C					x	
SWEET GRASS	Bridge Elementary		x			C						
SWEET GRASS	Greycliff Elementary		x			C					x	
SWEET GRASS	McLeod Elementary		x			C						
SWEET GRASS	Melville Elementary		x			C						
SWEET GRASS	Sweet Grass County HS		x			C	x		x	x	x	
TETON	Bynum Elementary	x	x			C						
TETON	Choteau Public Schools	x	x	x		C	x	x	x		x	
TETON	Dutton K-12 Schools	x	x	x		C		x	x	x	x	
TETON	Fairfield Public Schools	x	x	x		C			x	x	x	
TETON	Golden Ridge Elementary	x	x	x	x	C					x	
TETON	Greenfield Elementary	x	x			C					x	
TETON	Pendroy Elementary		x			C						
TETON	Power Public Schools	x	x	x	x	C	x		x	x	x	
TOOLE	Galata Elementary		x	x		C						
TOOLE	Shelby Public Schools	x	x	x	x	C		x	x	x	x	
TOOLE	Sunburst K-12 Schools	x	x	x		C			x	x	x	
TREASURE	Hysham K-12 Schools	x	x	x	x	C			x		x	
VALLEY	Frazer Public Schools	x	x	x	x	C					x	
VALLEY	Glasgow K-12 Schools	x	x	x	x	D	x	x	x		x	
VALLEY	Hinsdale Public Schools		x	x		C	x		x		x	
VALLEY	Lustre Elementary		x			C					x	
VALLEY	Nashua K-12 Schools	x	x	x	x	D			x		x	
VALLEY	Opheim K-12 Schools	x	x	x		D	x	x	x		x	
WHEATLAND	Harlowton Public Schools	x	x		x	C			x		x	

County	School System Name	Title I - Disadvantaged	Title VI - Innovative Educational Programs	Title IV - Drug Free Schools	Title II - Eisenhower Professional Development	Special Education* - State & Federal	SIMMS - Math & Science	Carl Perkins Vo-Ed - Federal	State Vocational Ed.	State Gifted & Talented	School Foods	Other**
WHEATLAND	Judith Gap Public Schools	x	x			C			x	x	x	
WHEATLAND	Shawmut Elementary											
WHEATLAND	Two Dot Elementary											
WIBAUX	Wibaux K-12 Schools	x		x		C			x		x	
YELLOWSTONE	Billings Public Schools	x	x	x	x	D	x	x	x	x	x	x
YELLOWSTONE	Blue Creek Elementary		x			C						
YELLOWSTONE	Broadview Public Schools		x			C					x	
YELLOWSTONE	Canyon Creek Elementary		x		x	C				x	x	x
YELLOWSTONE	Custer K-12 Schools	x	x			C			x		x	
YELLOWSTONE	Elder Grove Elementary	x	x		x	C					x	
YELLOWSTONE	Elysian Elementary	x	x			C					x	
YELLOWSTONE	Huntley Project K-12 Schls	x	x		x	D		x	x	x	x	
YELLOWSTONE	Independent Elementary		x		x	C				x	x	
YELLOWSTONE	Laurel Public Schools	x	x		x	C		x	x	x	x	x
YELLOWSTONE	Lockwood Elementary	x	x		x	C					x	
YELLOWSTONE	Morin Elementary	x	x			C						
YELLOWSTONE	Pioneer Elementary	x	x			C				x		
YELLOWSTONE	Shepherd Public Schools	x	x		x	C		x	x	x	x	
YELLOWSTONE	Yellowstone Academy Elem	x	x			C						
Totals		224	322	168	142	325	49	86	140	87	226	28
Percent of systems participating		64%	92%	48%	41%	93%	14%	25%	40%	25%	65%	8%

* C - Special Education Cooperative, D - District Program, P - Project With Other District

** Other - Adult Basic Education, Learn & Serve, Emergency Immigrant

Appendix G

School Climate Surveys and References

School Climate Surveys:

Harcourt Brace: School Effectiveness Questionnaire

Region Sales Contact: Ken Brown, 1-800-228-0752 x5199

- Examination Kit
- Manual
- Teacher, Parent, Middle School and High School Student Questionnaires
- Machine Scorable Answer Documents

National Study of School Evaluation: Opinion Inventories

1-800-843-6773

- Administrator Handbook
- Student, Teacher, Parent, and Community Inventories
- Scoring Service

Yale School Development Program: School Climate Survey

(203) 737-4000

- Administrator Handbook
- Teacher, Parent, High School and Middle School Student Surveys
- Scoring Service

Articles:

Education Leadership: Realizing a Positive School Climate. September 1998, Volume 56, No. 1.

www.info.med.yale.edu/comer/readings.html:

Cor, Joanne. "Adult Relationships Key to Positive School Climate"

Emmons, Christine. "The SDP School Climate Surveys"

Hayne, Noris. "Positive School Climate is More than 'Feel Good'"

Perkins, Brian. "School Climate Data as a Tool for Change."

American Educational Research Association:

School Climate Special Interest Group

Appendix H

School District Policy Requirements

School policies communicate the educational philosophy of the locally elected board of trustees. School districts are required by state statutes, administrative rules, and federal programs to have policies on the following topics.

Montana Statutes which Require School District Policies

Statute subject of required policy	
20-3-322	Meetings and quorum
20-3-323	District policy and record of acts
20-3-324	Powers and duties
20-3-362	Powers of joint Board of Trustees
20-5-103	Compulsory attendance and excuses
20-5-105	Attendance officer—powers and duties
20-5-110	School district assessment for placement of a child who enrolls from a non- accredited, non-public school
20-5-202	Suspension and Expulsion
20-7-203	Trustees' policies for school libraries
20-7-601	Free textbook provisions
20-7-703	Trustees' policies for adult education
20-10-204	Duties of Trustees

ARM 10.55.701 Requires Policies/Procedures

Subject of required policy

Comprehensive philosophy of education and the goals of the philosophy

Student assessment procedures policy

Board, superintendent and personnel responsibilities

Student, parent and school employee due process rights

Equity policy

Transfer policy for determining appropriate placement of incoming students

Academic freedom

Materials selection -including a challenge procedure for all curricular and support materials

Copyright policy

Use of school facilities and resources

Evaluation of all employed certificated administrative, supervisory and teaching personnel

Employee safety program

Federal Laws which Require Policies

(If District receives any federal monies)

Subject of required policy

Section 504 and ADA, non-discrimination on basis of handicap/disability; compliance officer

National School Lunch program; free and reduced price food service, application form; notification to parents

Family Leave Act, professional staff leaves and absences, support staff leaves and absences

Support staff supplementary pay/ overtime

Student records/release of information of students

Title I, Parent involvement in education

Appendix I

Standards Revision Process and Calendar

Montana Standards Framework

The standards revision process builds a common set of standards, a framework, for all Montana students. The Montana Standards Framework defines the general knowledge of what all students should know, understand, and be able to do in each subject area and sets specific expectations for student learning at three benchmarks along the K-12 continuum. These benchmarks are at the end of fourth grade, eighth grade, and upon graduation. Performance standards describe student achievement at each of these benchmarks at four performance levels: advanced, proficient, nearing proficiency, and novice. The content standards, benchmarks, and corresponding performance levels provide teachers, parents, students, and the public with a clear understanding of what students are expected to learn and how well they are able to apply their learning.

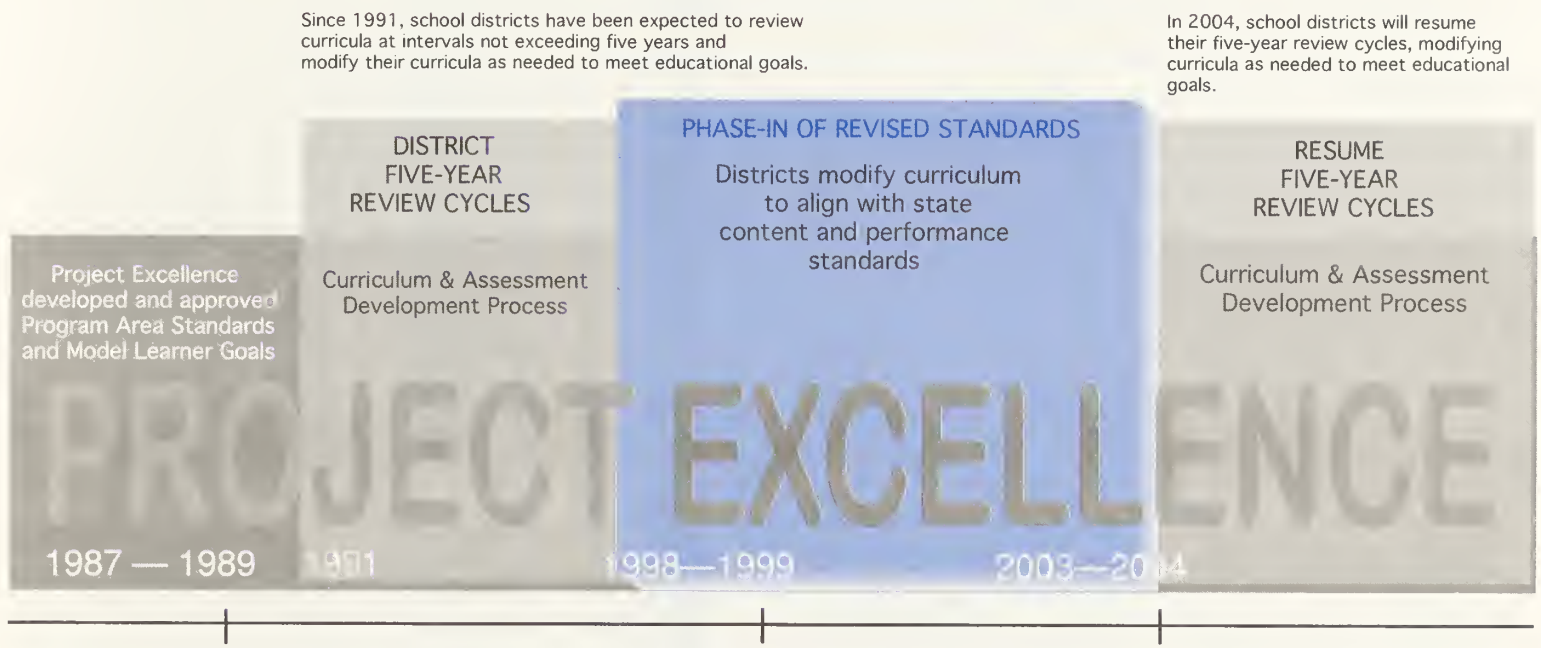
When are school districts expected to align local curriculum to the content and performance standards?

Starting in this school year 1998-99, the content and performance standards supersede model learner goals. School districts have until the end of 2003-04 to align their curricula to the statewide content and performance standards. Alignment involves matching the content of the written curriculum, instructional methods, and assessment with the standards, making adjustments to the local curriculum to ensure that all students have the opportunity to meet the standards. A district should modify its existing curriculum review schedule to synchronize with the state's schedule for revising standards. Through the completion of standards revision, focused implementation, appropriate and realistic professional development opportunities, aligned state and local assessment system, research-based instructional methods, and parent and community involvement, Montana's good schools will continue to provide high quality education.

Montana Standards Revision: Phases and Cycles

Phases	Research	Writing & Revision	Adoption & Distribution	Professional Development	Implementation
Cycle 1: Reading and Mathematics	Finished	Winter 1998	Fall 1998	Starting in Winter 1999 and Ongoing	Starting in Winter 1999 and Ongoing
Cycle 2: Communication Arts, Health Enhancement, Science, Technology, and World Languages	Finished	Summer to Fall 1998	Fall 1999	Starting in Winter 2000 and Onging	Starting in Winter 2000 and Ongoing
Cycle 3: Social Studies, Arts, Vocational and Practical Arts,Library Media	Winter 1999	Summer to Fall 1999	Fall 2000	Starting in Winter 2001 and Ongoing	Starting in Winter 2001 and Ongoing

STANDARDS REVISION AND IMPLEMENTATION PROCESS


Since 1991, school districts have been expected to review curricula at intervals not exceeding five years and modify their curricula as needed to meet educational goals.
In 2004, school districts will resume their five-year review cycles, modifying curricula as needed to meet educational goals.
DISTRICT FIVE-YEAR REVIEW CYCLES
PHASE-IN OF REVISED STANDARDS
Districts modify curriculum to align with state content and performance standards
RESUME FIVE-YEAR REVIEW CYCLES
Project Excellence developed and approved Program Area Standards and Model Learner Goals
Curriculum & Assessment Development Process
Curriculum & Assessment Development Process
PROJECT EXCELLENCE
1987 — 1989
1991
1998—1999
2003—2004
Effective on July 1, 1989, school districts are required to maintain present programs that meet current standards until such standards are superseded. In 1991, districts were to begin to review one program area per year, until all programs were in alignment with program area standards and model learner goals.
Starting in 1998, the content and performance standards will supersede model learner goals. School districts have until the end of 2003-04 to align their curricula to the statewide content and performance standards. A district should modify its existing curriculum review schedule to synchronize with the state's schedule for revising standards.

Appendix J

Student Assessment Results, 1996-97

How to Interpret Test Reports

The Board of Public Education requires all accredited Montana schools to report student achievement scores for grades 4,8, and 11 in reading, language arts, math, science, and social studies to the Office of Public Instruction (OPI). Schools choose from a list of standardized, norm-referenced tests approved by the Board of Public Education.

The three test companies and approved tests include:

1. CTB/McGraw-Hill: Comprehensive Test of Basic Skills (CTBS) and California Achievement Test (CAT)
2. Riverside Publishing: Iowa Test of Basic Skills (ITBS) and the Test of Achievement and Proficiency (TAP)
3. Harcourt Brace Educational Measurement: Standford, the Test of Academic Skills (TASK) and the Metropolitan Achievement Test (MAT)

When examining the test score reports, it is important to be aware that the test and scoring systems come from *three* different testing companies. This creates certain limitations that must be considered when interpreting test score reports. These limitations include:

- Different districts choose different tests for local reasons.
- Districts are using several versions of the approved tests. This may include the most recent version, prior versions, or a shortened survey.
- The test used might not be aligned with local curriculum and standards.
- Some schools reported scores for special education and limited English proficient students, and some did not. The Board of Public Education assessment rule has been unclear as to whether schools should include special education students in the testing. The board rule has been amended to include more of those students in the testing and make practices more consistent among districts. The February 1997 enrollment is included in the "Summary of Test Scores by District Size Category" as a point of reference to compare with the number of students who were tested.

Montana Statewide Summary 1996-97

Student Assessment Rule 10.56.101, ARM

Rule 10.56.101, ARM, requires all accredited Montana schools to report norm-referenced test score results for students in grades 4, 8, and 11 in reading, language arts, math, science, and social studies. The scores for tests administered in the spring are annually reported to the Office of Public Instruction in the following fall. These scores are compiled into a statewide summary.

Compliance with reporting requirements:

With four exceptions, the accredited schools complied with the student assessment rule for the 1996-97 school year. Two schools tested at other times, and two schools did not test. Eight schools did not test in the areas of science and social studies.

Test scores for Montana students:

Montana students' average scores in grades 4, 8 and 11 are generally well above the national average of 50th NCE (equivalent to the 50th percentile). These findings are consistent with prior statewide test results, the NAEP state-by-state test results, the TIMSS linking study, and the ACT and SAT college board scores showing Montana students scoring significantly above national averages.

The Montana Statewide Summary 1996-97, Norm-Referenced Student Assessment Reporting provides average aggregated Normal Curve Equivalent (NCE) scores for the approved norm-referenced standardized tests that provide benchmark information using a "norm" that has been established at a broad national level. The 50th NCE represents an average for those originally taking the test and equates to the 50th percentile. That means that 50 percent of the students scored at that point or higher, and 50 percent scored lower. An NCE score of 60 equates to the 70th percentile, indicating that score to be higher than 69 percent of the students taking the test. The following table indicates how the average scores were distributed for the 75 scores for five different subject areas in grade levels 4, 8 and 11.

Table J-1: Montana Students' Average NCE Scores, 1996-97

Scores	Count	Areas
Average scores at 60th NCE or higher	9	6-science, 2-social studies, 1-math
Average scores from 50th to 60th NCE	58	
Average scores below 50th NCE	8	CAT scores 4th grade MAT scores 8th grade
Total average NCE scores	**75**	

Release of school test results information:

The 1997 Montana Legislature passed legislation requiring release of school level test score results reported under the Board of Public Education rule. The release of the 1995-96 student assessment data brought a great deal of attention to the testing rule and the test results among educators, the public, and the media. Some of that attention has been very positive and facilitated pertinent discussions about testing. However, many legitimate concerns were raised, the most common including the use by districts of a variety of tests, some schools not reporting scores for all students who could be tested, and tests not aligned with what is taught. The Board of Public Education has raised the same concerns.

Use of a variety of tests: Currently, districts choose from five norm-referenced, standardized tests at each grade level. Table J-2 shows the percent taking each test.

Table J-2: Test Usage Participation in Montana, 1996-97

Tests	Percent of Students	Publisher
not tested	9.0%	
ITBS/TAP	38.5%	Riverside Publishing Company
CTBS/Terra Nova	33.2%	CTB/McGraw Hill
Stanford	17.2%	Harcourt Brace
CAT	1.8%	CTB/McGraw Hill
MAT	0.4%	Harcourt Brace

The release of the 1996-97 assessment includes each school's average NCE score by grade level and subject area. It also includes the stanine distribution of student scores grouped into four proficiency ranges, the number of students tested, and the number of students enrolled as reported by districts in the February 1997 enrollment count.

Schools not testing all students who could be tested: Testing professionals predict that from two to three percent of students (e.g., some special education and limited English proficient students) will be unable to participate in state standardized tests and will need to be tested in a different way. An additional one or two percent difference might include students who dropped out, moved, or were absent and unable to make up the test. Using data from the February enrollment count, it appears that many schools are appropriately testing All their students.

At the 4th and 8th grade levels, a high percentage of students are being tested. Over two-thirds of the elementary and 7-8 schools are testing over 95 percent of the number of students reported enrolled in February. The 11th grade testing participation is much lower, however, although about 41 percent of the high schools report scores for over 95 percent of their students. Although enrollment may vary somewhat from February to March or April when testing takes place, the February enrollment provides a gauge for measuring student testing participation. Table J-3 shows the range and average participation rates for schools by grade level. The rate was calculated by comparing the number tested to the number reported as enrolled in that grade in February.

Table J-3: Student Testing Participation Rates by Grade Level

Grade Level	Student Participation Rates for Schools	Average Participation Rate for Schools
4th Grade	71% to 100%	94%
8th Grade	47% to 100%	93%
11th Grade	22% to 100%	86%
Overall		91%

The released data for 1996-97 includes the figure for February enrollment to provide a more comparable context for reporting. Those figures show which districts tested nearly all students, and which districts had low participation of students. Schools should be able to explain at a local level the circumstances that led to the low participation (dropouts, transfers, absentees, excluded students, etc.). The reporting forms for the 1997-98 testing will include questions about the numbers not tested and reasons why those students were excluded.

Tests not aligned with what is being taught: The Board of Public Education recognizes that the statewide assessment should be aligned with the standards adopted by the Board as important learning for all students. Recent Board activities and discussion are directed toward more meaningful statewide testing information.

Student Privacy Rights

Federal and state statutes protect the privacy of certain student records, *including test results.* The federal Family Education Rights and Privacy Act (FERPA) and the Montana privacy statutes require certain student information be protected and used only by those persons who have a direct educational responsibility for that student's instruction. OPI policy limits release of *protected* student information in instances where release of that information would identify a particular student.

Consequently, the release of test scores for any school with *five or fewer* students in a grade has been aggregated into size category totals. This involves more than 100 of Montana's smallest schools. The aggregated totals are still very small, but do provide a combined picture of our smallest schools that could not be obtained if the results were viewed in isolation.

Districts receiving requests for information must always consider whether the information released can be identified with an individual student. If a school district determines an individual student could be identified from release of test scores, the district should not release the scores.

How the Information is Organized

Each school report includes information on how students in the fourth, eighth, and eleventh grades performed on reading, language arts, math, science, and social studies. The information is aggregated by state totals, totals for different school size categories, and by individual schools within each district and county.

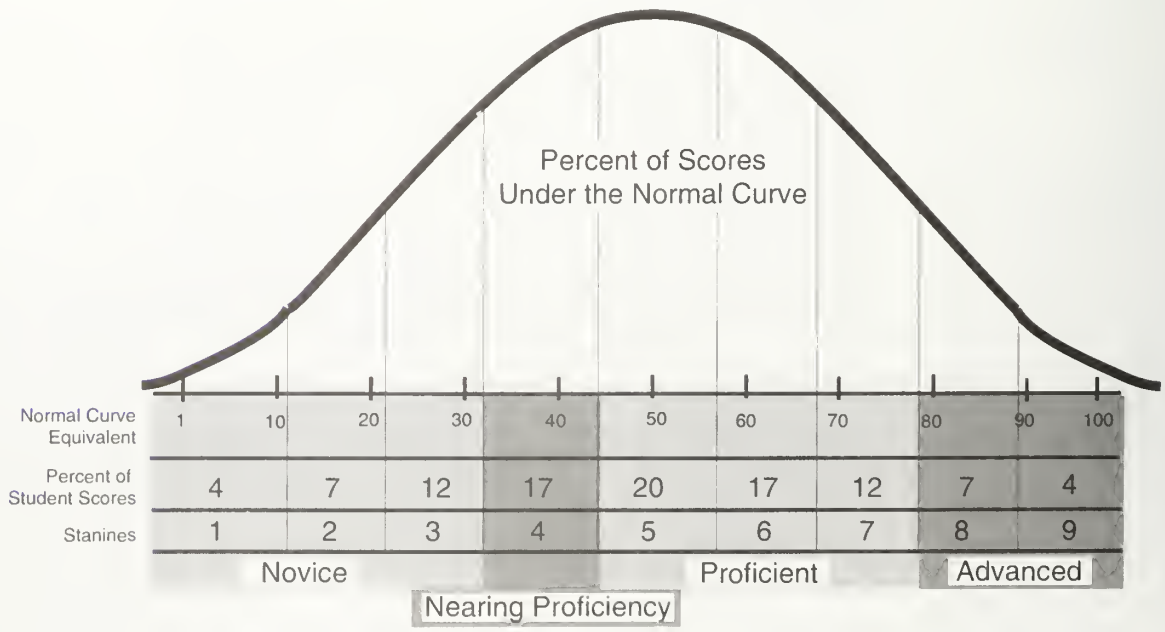
Each school report lists:

- the grade level taking the test
- the test administered
- the number of students reported in the February enrollment count
- the number of students taking each test
- the average Normal Curve Equivalent (NCE)
- the percentage of students at each proficiency level within each subject area
- the percentage of students at each proficiency level within each subject area

The average Normal Curve Equivalent (NCE) for a school is the average score on a scale from 1 to 99 achieved by that group of students in a particular subject area.

Student scores are reported across nine stanines. Reporting the scores by stanine groupings allows for combining the reports of test results among the more than 900 Montana schools using different tests. The stanines ranged from the lowest scores in stanine 1 to the highest scores in stanine 9.

Stanines identify the distribution of students scoring at different levels of a standardized test. The "bell curve" demonstrates the normal test score distribution.



The stanines were arranged into four broader groups representing performance categories titled *novice, nearing proficiency, proficient,* and *advanced.*

- *Novice:* students beginning to attain the prerequisite knowledge and skills fundamental for that subject matter. This report includes the percentage of students performing at stanine 1-3 levels.
- *Nearing Proficiency:* students with partial mastery of the prerequisite knowledge and skills fundamental for that subject matter. This report includes the percentage of students performing at the stanine 4 level.
- *Proficient:* students demonstrating competency over the subject matter including subject matter knowledge, the application of such knowledge to real world situations, and the analytical skills appropriate to the subject matter. This report includes the percentage of students performing at stanine 5-7 levels.
- *Advanced:* students achieving a superior mastery of the subject matter. This includes the percentage of students performing at stanine 8-9 levels.

The following example of a school report provides an explanation of the data included in the report.

				Reading			
				Stanine 1-3	Stanine 4	Stanine 5-7	Stanine 8-9
School	Feb. Enroll	#	Avg. NCE	Novice	Nearing Proficiency	Proficient	Advanced
1996 School A Test: ITBS	4	70	69	10%	12%	49%	29%
1997 School A Test: ITBS	4	64	64	10%	9%	53%	28%
1996 Montana Totals	4	12,525	11,788	14%	15%	56%	15%
1997 Montana Totals	4	12,450	11,619	17%	14%	57%	15%
1996 National Norm	4			23%	17%	49%	11%
1997 National Norm	4			23%	17%	49%	11%

In the above example in 1995-96, School A had 69 fourth graders take the ITBS standardized test in reading. Among those students, 10 percent were at the novice level, 12 percent were nearing proficiency, 49 percent at the proficient level, and 29 percent performed at the advanced level for fourth-grade reading. In 1996-97, 64 fourth graders were tested; 10 percent were novice, 9 percent nearing proficiency, 53 percent proficient, and 28 percent advanced. A high number of School A students performed at the advanced level. The number of students tested compared to the February enrollment indicates nearly all students took the test. At School A, 78 percent of the fourth grade scored at the proficient or advanced levels in reading in 1995-96, and 81 percent in 1996-97. This was somewhat better than the Montana average for fourth graders, where 71 percent scored at the proficient and advanced levels in 1995-96 and 72 percent in 1996-97. A small change up or down from year

to year indicates little change has taken place. However, if those changes continue to build over several years, it is likely that a real change is taking place.

Final Note

These reports are one of the tools we can use to assess how well Montana students are mastering their subject areas. Observing the changes over time helps identify and support those programs and strategies that are working. It may also help direct energy and resources to those areas that appear to be struggling.

These scores are a snapshot of our schools at a particular point in time. It is absolutely critical we use this information in a constructive manner to help all students improve their academic achievement. It should be the goal of every school to continually strive to move each student to higher performance levels.

We know there is much more to a good school than test scores. While tests are important, they are not the only indicator of a quality school. We expect local districts will look at the testing information changes over time, as well as programs targeted to specific schools and support services available to students, to improve performance in their schools.

Montana Standardized Test Scores by District Size Category, by Stanine Grouping, 1996-97

TABLE J-4: Reading

READING								
District-Size Category		Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
					ST 1-3	ST 4	ST 5-7	ST 8-9
1E	Elem >2500	4	4,353	4,047	11.3%	14.2%	58.3%	16.3%
1E	Elem >2500	8	4,489	4,090	10.5%	11.9%	56.7%	20.9%
1-H	HS >1250	11	4,923	4,033	11.6%	11.6%	60.0%	16.8%
2E	Elem 851 - 2500	4	2,711	2,582	17.7%	15.7%	54.3%	12.4%
2E	Elem 851 - 2500	8	2,939	2,625	13.9%	14.3%	57.6%	14.2%
2-H	HS 401-1250	11	2,370	2,047	13.2%	14.3%	59.0%	13.5%
3E	Elem 401 - 850	4	1,422	1,339	17.4%	16.2%	56.0%	10.4%
3E	Elem 401 - 850	8	1,528	1,412	14.1%	15.2%	56.1%	14.7%
3-H	HS 201-400	11	1,470	1,247	10.1%	15.2%	60.5%	14.2%
4E	Elem 151 - 400	4	1,642	1,456	11.4%	12.3%	59.1%	17.2%
4E	Elem 151 - 400	8	1,715	1,592	11.1%	12.8%	59.4%	16.7%
4-H	HS 76 - 200	11	1,363	1,202	16.6%	14.2%	57.7%	11.5%
5E	Elem 40 - 150	4	748	698	12.2%	12.6%	58.6%	16.6%
5E	Elem 40 - 150	8	784	737	13.6%	12.9%	58.8%	14.8%
5-H	HS 75 or fewer	11	383	358	12.8%	14.8%	62.3%	10.1%
6E	Elem 40 or fewer	4	212	209	11.5%	16.3%	51.7%	20.6%
6E	Elem 40 or fewer	8	94	92	13.0%	10.9%	52.2%	23.9%
1-K	K-12 400 or more	4	899	877	14.4%	14.3%	58.4%	13.0%
1-K	K-12 400 or more	8	976	925	11.0%	13.4%	57.9%	17.6%
1-K	K-12 400 or more	11	903	668	14.7%	12.7%	60.5%	12.1%
2-K	K-12 fewer than 400	4	463	411	13.1%	13.1%	61.8%	11.9%
2-K	2K fewer than 400	8	517	500	10.4%	12.8%	58.8%	18.0%
2-K	2K fewer than 400	11	513	487	11.9%	11.1%	64.9%	12.1%
Montana Totals		4	12,450	11,619	13.8%	14.4%	57.3%	14.6%
Montana Totals		8	13,042	11,973	12.0%	13.1%	57.5%	17.3%
Montana Totals		11	11,925	10,042	10.4%	12.8%	62.0%	14.8%
Overall State Totals			37,417	33,634	12.8%	13.6%	58.1%	15.5%
National Norms					23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanines

TABLE J-5: Math

MATH								
District-Size Category		Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
					ST 1-3	ST 4	ST 5-7	ST 8-9
1E	Elem >2500	4	4,353	4,030	12.4%	11.5%	59.1%	17.0%
1E	Elem >2500	8	4,489	4,082	13.0%	14.0%	56.7%	16.3%
1-H	HS >1250	11	4,923	4,022	10.8%	14.7%	59.3%	15.2%
2E	Elem 851 - 2500	4	2,711	2,584	20.5%	16.0%	51.5%	12.1%
2E	Elem 851 - 2500	8	2,939	2,775	15.9%	15.0%	54.8%	14.4%
2-H	HS 401-1250	11	2,370	2,034	13.0%	14.0%	57.2%	15.8%
3E	Elem 401 - 850	4	1,422	1,346	22.3%	16.7%	52.5%	8.5%
3E	Elem 401 - 850	8	1,528	1,418	16.9%	15.2%	53.2%	14.7%
3-H	HS 201-400	11	1,470	1,249	13.1%	15.0%	54.6%	17.3%
4E	Elem 151 - 400	4	1,642	1,455	14.6%	14.7%	55.6%	15.1%
4E	Elem 151 - 400	8	1,715	1,597	13.5%	12.9%	55.0%	18.7%
4-H	HS 76 - 200	11	1,363	1,195	17.3%	13.1%	50.5%	19.1%
5E	Elem 40 - 150	4	748	697	13.6%	11.0%	57.7%	17.6%
5E	Elem 40 - 150	8	784	740	16.1%	15.3%	51.4%	17.3%
5-H	HS 75 or fewer	11	383	356	12.6%	16.3%	50.6%	20.5%
6E	Elem 40 or fewer	4	212	209	16.7%	12.9%	54.5%	15.8%
6E	Elem 40 or fewer	8	94	92	17.4%	7.6%	53.3%	21.7%
1-K	K-12 400 or more	4	899	875	17.4%	14.5%	52.8%	15.3%
1-K	K-12 400 or more	8	976	924	10.8%	12.9%	58.5%	17.7%
1-K	K-12 400 or more	11	903	810	13.3%	13.6%	57.3%	15.8%
2-K	K-12 fewer than 400	4	463	412	16.0%	12.6%	53.9%	17.5%
2-K	2K fewer than 400	8	517	497	13.5%	12.9%	56.3%	17.3%
2-K	2K fewer than 400	11	513	487	11.9%	12.5%	55.2%	20.3%
Montana Totals		4	12,450	11,608	16.3%	13.8%	55.3%	14.7%
Montana Totals		8	13,042	12,125	14.3%	14.2%	55.4%	16.3%
Montana Totals		11	11,925	10,153	12.6%	14.2%	56.6%	16.5%
Overall State Totals			37,417	33,886	14.4%	14.0%	55.7%	15.8%
National Norms					23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanlnes

TABLE J-6: Language Arts

LANGUAGE ARTS								
District-Size Category		Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
					ST 1-3	ST 4	ST 5-7	ST 8-9
1E	Elem >2500	4	4,353	4,050	12.7%	12.7%	58.8%	15.8%
1E	Elem >2500	8	4,489	4,079	11.4%	13.3%	59.9%	15.4%
1-H	HS >1250	11	4,923	4,022	12.4%	14.4%	60.4%	12.8%
2E	Elem 851 - 2500	4	2,711	2,582	19.7%	15.7%	54.5%	10.1%
2E	Elem 851 - 2500	8	2,939	2,769	15.6%	15.2%	56.8%	12.4%
2-H	HS 401-1250	11	2,370	2,037	16.1%	15.4%	58.3%	10.3%
3E	Elem 401 - 850	4	1,422	1,320	19.8%	19.5%	52.0%	8.6%
3E	Elem 401 - 850	8	1,528	1,419	17.8%	14.5%	54.7%	13.0%
3-H	HS 201-400	11	1,470	1,250	12.2%	17.4%	57.8%	12.6%
4E	Elem 151 - 400	4	1,642	1,453	15.7%	14.3%	56.5%	13.5%
4E	Elem 151 - 400	8	1,715	1,592	14.6%	12.0%	56.3%	17.1%
4-H	HS 76 - 200	11	1,363	1,200	20.0%	15.6%	51.2%	13.3%
5E	Elem 40 - 150	4	748	694	14.4%	10.4%	58.8%	16.4%
5E	Elem 40 - 150	8	784	735	15.4%	12.9%	55.5%	16.2%
5-H	HS 75 or fewer	11	383	358	13.1%	12.3%	60.9%	13.7%
6E	Elem 40 or fewer	4	212	209	17.2%	11.5%	54.5%	16.7%
6E	Elem 40 or fewer	8	94	92	15.2%	12.0%	47.8%	25.0%
1-K	K-12 400 or more	4	899	876	19.4%	14.5%	53.0%	13.1%
1-K	K-12 400 or more	8	976	918	13.8%	12.0%	57.2%	17.0%
1-K	K-12 400 or more	11	903	658	16.1%	16.6%	55.0%	12.3%
2-K	K-12 fewer than 400	4	463	411	11.7%	15.1%	59.1%	14.1%
2-K	2K fewer than 400	8	517	498	10.6%	15.7%	58.4%	15.3%
2-K	2K fewer than 400	11	513	486	13.2%	13.0%	59.3%	14.6%
Montana Totals		4	12,450	11,595	16.1%	14.4%	56.3%	13.2%
Montana Totals		8	13,042	12,102	14.0%	13.7%	57.5%	14.8%
Montana Totals		11	11,925	10,011	14.4%	15.1%	58.1%	12.4%
Overall State Totals			37,417	33,708	14.8%	14.3%	57.3%	13.6%
National Norms					23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanines

TABLE J-7: Science

SCIENCE								
District-Size Category		Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
					ST 1-3	ST 4	ST 5-7	ST 8-9
1E	Elem >2500	4	4,353	4,147	8.0%	9.3%	56.3%	26.3%
1E	Elem >2500	8	4,489	4,086	8.8%	10.3%	54.5%	26.5%
1-H	HS >1250	11	4,923	4,025	8.2%	7.9%	56.8%	27.1%
2E	Elem 851 - 2500	4	2,711	2,582	16.1%	13.7%	54.5%	15.7%
2E	Elem 851 - 2500	8	2,939	2,770	11.9%	11.9%	55.7%	20.4%
2-H	HS 401-1250	11	2,370	2,012	10.4%	11.9%	57.8%	19.9%
3E	Elem 401 - 850	4	1,422	1,297	16.4%	14.5%	56.9%	12.2%
3E	Elem 401 - 850	8	1,528	1,341	12.5%	13.2%	56.3%	18.0%
3-H	HS 201-400	11	1,470	1,243	7.4%	11.7%	59.2%	21.6%
4E	Elem 151 - 400	4	1,642	1,393	10.0%	11.5%	59.5%	19.0%
4E	Elem 151 - 400	8	1,715	1,554	8.7%	11.2%	58.8%	21.4%
4-H	HS 76 - 200	11	1,363	1,197	12.9%	13.0%	55.6%	18.5%
5E	Elem 40 - 150	4	748	674	9.9%	11.0%	56.5%	22.6%
5E	Elem 40 - 150	8	784	714	11.8%	12.6%	58.0%	17.6%
5-H	HS 75 or fewer	11	383	358	8.7%	12.6%	59.5%	19.3%
6E	Elem 40 or fewer	4	212	205	8.8%	11.7%	59.0%	20.5%
6E	Elem 40 or fewer	8	94	89	12.4%	19.1%	41.6%	27.0%
1-K	K-12 400 or more	4	899	738	14.5%	14.1%	57.3%	14.1%
1-K	K-12 400 or more	8	976	923	9.5%	12.9%	54.6%	23.0%
1-K	K-12 400 or more	11	903	810	10.0%	8.6%	58.8%	22.6%
2-K	K-12 fewer than 400	4	463	404	10.6%	13.1%	60.4%	15.8%
2-K	2K fewer than 400	8	517	499	8.4%	9.2%	61.1%	21.2%
2-K	2K fewer than 400	11	513	486	7.8%	8.0%	61.7%	22.4%
Montana Totals		4	12,450	11,440	11.7%	11.8%	56.6%	19.9%
Montana Totals		8	13,042	11,976	10.2%	11.4%	56.0%	22.4%
Montana Totals		11	11,925	10,131	9.2%	10.0%	57.6%	23.1%
Overall State Totals			37,417	33,547	10.4%	11.1%	56.7%	21.8%
National Norms					23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanines

TABLE J-8: Social Studies

SOCIAL STUDIES								
District-Size Category		Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
					ST 1-3	ST 4	ST 5-7	ST 8-9
1E	Elem >2500	4	4,353	4,058	8.2%	12.6%	55.8%	23.4%
1E	Elem >2500	8	4,489	4,091	8.9%	10.9%	55.8%	24.4%
1-H	HS >1250	11	4,923	4,043	9.3%	11.9%	62.2%	16.6%
2E	Elem 851 - 2500	4	2,711	2,587	15.8%	15.4%	54.1%	14.6%
2E	Elem 851 - 2500	8	2,939	2,771	12.8%	11.8%	55.6%	19.7%
2-H	HS 401-1250	11	2,370	2,018	11.8%	13.0%	60.2%	15.0%
3E	Elem 401 - 850	4	1,422	1,295	18.2%	18.1%	52.9%	10.7%
3E	Elem 401 - 850	8	1,528	1,345	15.2%	13.0%	57.0%	14.9%
3-H	HS 201-400	11	1,470	1,245	10.1%	12.4%	62.6%	14.9%
4E	Elem 151 - 400	4	1,642	1,391	10.9%	11.6%	60.7%	16.8%
4E	Elem 151 - 400	8	1,715	1,553	10.2%	11.7%	58.6%	19.5%
4-H	HS 76 - 200	11	1,363	1,162	13.2%	15.9%	58.9%	12.0%
5E	Elem 40 - 150	4	748	673	11.6%	13.4%	55.6%	19.5%
5E	Elem 40 - 150	8	784	711	14.2%	12.9%	58.1%	14.8%
5-H	HS 75 or fewer	11	383	359	10.9%	10.9%	65.7%	12.5%
6E	Elem 40 or fewer	4	212	206	11.2%	10.7%	58.3%	19.9%
6E	Elem 40 or fewer	8	94	89	15.7%	14.6%	49.4%	20.2%
1-K	K-12 400 or more	4	899	741	15.5%	14.7%	57.1%	12.7%
1-K	K-12 400 or more	8	976	922	11.5%	14.1%	56.0%	18.4%
1-K	K-12 400 or more	11	903	804	9.2%	13.4%	66.8%	10.6%
2-K	K-12 fewer than 400	4	463	403	11.9%	13.9%	57.8%	16.4%
2-K	2K fewer than 400	8	517	499	11.4%	11.2%	62.5%	14.8%
2-K	2K fewer than 400	11	513	485	8.9%	12.6%	63.9%	14.6%
Montana Totals		4	12,450	11,354	12.3%	14.0%	55.9%	17.9%
Montana Totals		8	13,042	11,981	11.4%	11.8%	56.6%	20.1%
Montana Totals		11	11,925	10,116	10.4%	12.8%	62.0%	14.8%
Overall State Totals			37,417	33,451	11.4%	12.9%	58.0%	17.8%
National Norms					23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanlnes

TABLE J-9: Reading and Math, Small Schools

			READING					MATH				
District-Size Category	Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
				ST 1-3	ST 4	ST 5-7	ST 8-9		ST 1-3	ST 4	ST 5-7	ST 8-9
2E SMALL SCHOOLS	4	8	8	25.0%	25.0%	50.0%	0.0%	8	50.0%	12.5%	37.5%	0.0%
2K SMALL SCHOOLS	4	37	34	29.4%	11.8%	38.2%	20.6%	34	32.4%	20.6%	38.2%	8.8%
4E SMALL SCHOOLS	4	10	10	0.0%	50.0%	50.0%	0.0%	10	0.0%	30.0%	50.0%	20.0%
5E SMALL SCHOOLS	4	55	47	21.3%	8.5%	59.6%	10.6%	47	25.5%	21.3%	38.3%	14.9%
6E SMALL SCHOOLS	4	137	128	13.3%	18.8%	50.8%	17.2%	129	17.8%	13.2%	52.7%	16.3%
2K SMALL SCHOOLS	8	10	10	10.0%	10.0%	50.0%	30.0%	10	20.0%	0.0%	50.0%	30.0%
4E SMALL SCHOOLS	8	12	11	9.1%	27.3%	45.5%	18.2%	11	18.2%	18.2%	27.3%	36.4%
5E SMALL SCHOOLS	8	49	40	15.0%	12.5%	60.0%	12.5%	40	20.0%	10.0%	45.0%	25.0%
6E SMALL SCHOOLS	8	79	67	7.5%	11.9%	52.2%	28.4%	67	10.4%	6.0%	59.7%	23.9%
SMALL HIGH SCHOOLS	11	47	29	17.2%	17.2%	55.2%	10.3%	29	17.2%	17.2%	44.8%	20.7%
Montana Totals	4	12,450	11,619	13.8%	14.4%	57.3%	14.6%	11,608	16.3%	13.8%	55.3%	14.7%
Montana Totals	8	13,042	11,973	12.0%	13.1%	57.5%	17.3%	12,125	14.3%	14.2%	55.4%	16.3%
Montana Totals	11	11,925	10,042	10.4%	12.8%	62.0%	14.8%	10,153	12.6%	14.2%	56.6%	16.5%
Overall State Totals		37,417	33,634	12.8%	13.6%	58.1%	15.5%	33,886	14.4%	14.0%	55.7%	15.8%
National Norms				23.0%	17.0%	49.0%	11.0%		23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanines

TABLE J-10: Language Arts and Science, Small Schools

		LANGUAGE ARTS						SCIENCE				
District-Size Category	Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
				ST 1-3	ST 4	ST 5-7	ST 8-9		ST 1-3	ST 4	ST 5-7	ST 8-9
2E SMALL SCHOOLS	4	8	7	28.6%	14.3%	57.1%	0.0%	8	50.0%	12.5%	37.5%	0.0%
2K SMALL SCHOOLS	4	37	34	17.6%	26.5%	44.1%	11.8%	34	17.6%	23.5%	44.1%	14.7%
4E SMALL SCHOOLS	4	10	10	0.0%	20.0%	50.0%	30.0%	10	20.0%	10.0%	70.0%	0.0%
5E SMALL SCHOOLS	4	55	47	17.0%	19.1%	55.3%	8.5%	43	14.0%	11.6%	53.5%	20.9%
6E SMALL SCHOOLS	4	137	128	18.0%	10.9%	54.7%	16.4%	125	11.2%	10.4%	59.2%	19.2%
2K SMALL SCHOOLS	8	10	10	10.0%	10.0%	60.0%	20.0%	10	30.0%	10.0%	50.0%	10.0%
4E SMALL SCHOOLS	8	12	11	9.1%	0.0%	54.5%	36.4%	11	18.2%	9.1%	54.5%	18.2%
5E SMALL SCHOOLS	8	49	40	10.0%	15.0%	50.0%	25.0%	41	17.1%	12.2%	58.5%	12.2%
6E SMALL SCHOOLS	8	79	67	6.0%	10.4%	55.2%	28.4%	64	6.3%	21.9%	37.5%	34.4%
SMALL HIGH SCHOOLS	11	47	29	10.3%	24.1%	62.1%	3.4%	29	13.8%	20.7%	58.6%	6.9%
Montana Totals	4	12,450	11,595	16.1%	14.4%	56.3%	13.2%	11,440	11.7%	11.8%	56.6%	19.9%
Montana Totals	8	13,042	12,102	14.0%	13.7%	57.5%	14.8%	11,976	10.2%	11.4%	56.0%	22.4%
Montana Totals	11	11,925	10,011	14.4%	15.1%	58.1%	12.4%	10,131	9.2%	10.0%	57.6%	23.1%
Overall State Totals		37,417	33,708	14.8%	14.3%	57.3%	13.6%	33,547	10.4%	11.1%	56.7%	21.8%
National Norms				23.0%	17.0%	49.0%	11.0%		23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanlnes

TABLE J-11: Social Studies, Small Schools

	SOCIAL STUDIES						
District-Size Category	Grade	Feb Enroll	# Pupils	Novice	Nearing Proficiency	Proficient	Advanced
				ST 1-3	ST 4	ST 5-7	ST 8-9
2E SMALL SCHOOLS	4	8	8	37.5%	12.5%	50.0%	0.0%
2K SMALL SCHOOLS	4	37	34	17.6%	17.6%	47.1%	17.6%
4E SMALL SCHOOLS	4	10	10	10.0%	20.0%	70.0%	0.0%
5E SMALL SCHOOLS	4	55	44	25.0%	9.1%	54.5%	11.4%
6E SMALL SCHOOLS	4	137	125	12.0%	13.6%	60.0%	14.4%
2K SMALL SCHOOLS	8	10	10	20.0%	0.0%	70.0%	10.0%
4E SMALL SCHOOLS	8	12	11	9.1%	18.2%	63.6%	9.1%
5E SMALL SCHOOLS	8	49	41	14.6%	14.6%	48.8%	22.0%
6E SMALL SCHOOLS	8	79	64	9.4%	10.9%	54.7%	25.0%
SMALL HIGH SCHOOLS	11	47	29	13.8%	13.8%	69.0%	3.4%
Montana Totals	4	12,450	11,354	12.3%	14.0%	55.9%	17.9%
Montana Totals	8	13,042	11,981	11.4%	11.8%	56.6%	20.1%
Montana Totals	11	11,925	10,116	10.4%	12.8%	62.0%	14.8%
Overall State Totals		37,417	33,451	11.4%	12.9%	58.0%	17.8%
National Norms				23.0%	17.0%	49.0%	11.0%

#Pupils = number distributed across stanines

TABLE J-12: Norm-Referenced Student Assessment Reporting, 1997-98

10.56.101, ARM Accredited Schools

Norm-Referenced Student Assessment Reporting														
GRADE 4			Reading		Language Arts		Math		Science		Social Studies		Reported	
TEST	Students % total	# of Schools	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	* Enrolled February	Actual % Tested
ITBS	41%	184	5,157	55.5	5,155	54.0	5,154	54.6	4,872	58.0	4,875	56.4	5,370	96%
Stanford	16%	104	2,012	56.6	2,013	54.5	2,021	55.7	2,019	59.0	2,023	56.6	2,167	93%
CTBS/Terra Nova	35%	131	4,296	55.9	4,285	55.7	4,295	55.3	4,288	61.1	4,279	59.0	4,645	92%
CAT	2%	7	198	44.9	198	46.1	198	46.5	198	46.1	198	45.9	220	90%
MAT	0%	1	44	55.9	44	54.0	44	52.3	44	55.0	44	52.1	44	100%
Not tested	6%													
GRADE 4 Totals		427	11,707		11,695		11,712		11,421		11,419		12,446	94%
GRADE 8			Reading		Language Arts		Math		Science		Social Studies		Reported	
TEST	Students % total	# of Schools	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	* Enrolled February	Actual % Tested
ITBS	39%	108	5,040	55.8	5,020	55.3	5,026	54.3	4,796	58.4	4,797	56.3	5,336	94%
Stanford	19%	69	2,455	55.4	2,455	55.2	2,458	57.6	2,451	60.8	2,459	57.8	2,621	94%
CTBS/Terra Nova	34%	93	4,451	59.5	4,429	55.8	4,447	56.6	4,446	61.0	4,434	60.6	4,879	91%
CAT	1%	6	163	50.0	163	56.6	164	50.4	164	56.9	164	58.8	195	84%
MAT	0%	1	47	47.9	47	46.8	47	55.3	47	54.6	47	46.0	47	100%
Not tested	7%													
GRADE 8 Totals		277	12,156		12,114		12,142		11,904		11,901		13,078	93%
GRADE 11			Reading		Language Arts		Math		Science		Social Studies		Reported	
TEST	Students % total	# of Schools	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	# Tested	NCE	* Enrolled February	% Tested
ITBS TAP	35%	65	4,235	56.1	3,967	54.2	4,237	56.0	4,208	61.1	4,215	56.7	5,031	84%
Stanford TASK	17%	39	2,000	54.9	1,701	52.6	2,000	57.9	1,989	60.0	1,988	56.4	2,224	90%
CTBS/Terra Nova	31%	73	3,713	57.3	3,708	56.1	3,687	57.7	3,699	61.9	3,678	60.7	4,388	85%
CAT	2%	5	232	51.1	231	50.7	231	50.4	232	56.0	231	58.4	264	88%
MAT	0%	1	43	51.7	43	52.1	43	65.4	43	56.4	43	50.5	47	91%
Not tested	14%													
GRADE 11 Totals		183	10,223		9,650		10,198		10,171		10,155		11,954	86%

*February 1997 enrollment was used for public schools, October 1996 enrollment for non-public accredited schools

**Science and Social Studies were not tested in eight schools

Appendix K

Montana Statewide Dropout Report 1996-97

Montana school districts reported the numbers of 1996-97 dropouts using a consistent dropout reporting method developed by the National Center for Education Statistics (NCES). Schools were provided with a handbook listing conditions for determining whether or not a student is considered a dropout. Schools reported data for grade levels 7 through 12 by gender and racial/ethnic categories. Each fall the schools provide dropout data for the prior year.

The Impact of Students Dropping out of School

A dropout study done by the U.S. Department of Education, *National Center for Education Statistics Dropout Rates in the United States: 1994,* identifies some of the difficulties dropouts encounter. The study indicates that over 25 percent of recent dropouts were unemployed or not attending post-secondary programs, compared to only 4 percent of recent high school graduates. Dropouts also tend to have children at younger ages, and if employed, earn only about 40 percent of the average salary of those with high school diplomas. Communities where dropouts live face the prospect of providing associated costs of welfare, unemployment, subsidized housing and medical assistance.

Information from the 1996-97 Montana Dropout Report

The data in the Montana Statewide Dropout Report indicates the number of students from grades 7 through 12 that drop out in a single year. Although some reported dropouts may later complete a high school education, either by returning to school to earn a diploma or by obtaining a GED, many of the reported dropouts do not complete a high school education.

- Nearly 2,900 students dropped out of Montana schools in 1996-97.
- The calculated 1996-97 dropout rate for Montana 7th and 8th grades was 0.6 percent.
- For high schools, the 1996-97 dropout rate was 5.5 percent. Reports were received from 98 percent of the high schools.
- The typical Montana dropout in 1996-97 was a white male who dropped out of school in his freshman or junior year from a large school district in the western part of the state.
  - three-fourths of the dropouts were white, one-fourth were from minority groups
  - over half were male

- half are from grades 9 and 11
- half are from grades 7, 8, 10, and 12
- over half are from the 7 largest school districts (AA schools)
- almost half occur in the western fourth of the state

Dropout Rates by Grade and Gender

In Montana schools, more boys than girls are enrolled at every grade level. Although the dropout rate is similar for males and females at grades 7 and 8, the number of male dropouts exceeds female dropouts. At the high school level, the dropout rate for males is higher than females at every grade, and the count of males dropping out of high school exceeds the count of females by 374. The highest dropout rates for both females and males occurs at the 11th grade, the time when most student turn 16 and can legally quit school. Table 1 lists the rates and numbers of dropouts.

TABLE K-1: Montana Dropout Rates by Grade and Gender, 1996-97

	Dropout Rates			Dropout Numbers*		
Grade	**Statewide**	**Male**	**Female**	**Statewide**	**Male**	**Female**
HS Total	5.5%	6.0%	4.8%	2,732	1,553	1,179
Gr 12	5.1%	5.9%	4.3%	567	333	234
Gr 11	6.0%	6.6%	5.3%	712	405	307
Gr 10	5.4%	6.0%	4.8%	700	400	300
Gr 9	5.4%	5.8%	5.0%	753	415	338
7&8 Total	0.6%	0.6%	0.6%	156	78	78
Gr 8	0.8%	0.8%	0.8%	52	25	27
Gr 7	0.4%	0.4%	0.4%	104	53	51
Overall Total				**2,888**	**1,631**	**1,257**

*Statewide totals projected from reported rates

Observations from Table 1

- 2,888 students from grades 7 through 12 dropped out of Montana schools in 1996-97.
- The Montana overall high school dropout rate for 1996-97 was 5.5 percent.
- The 11th grade had the highest dropout rate at 6.0 percent and 712 dropouts.
- The 9th grade had the greatest number of dropouts at 753, but was the largest high school class, so the 5.4 percent rate was lower than the 11th grade rate.

- More males than females drop out at each grade level.
- Nearly 57 percent of the total dropouts were male and 43 percent were female.
- The dropout rates are equal for males and females at the 7th and 8th grade level.
- The 7th and 8th grade dropout rates are relatively low (0.6 percent), but the rates represent 156 students leaving school at a very early age.

Dropout Rates by Racial/Ethnic Categories

Dropout rates vary by racial/ethnic categories, and are higher for most minority groups. Several studies indicate the underlying factors contributing to dropping out include low economic status and education level of the household. In the 1996-97 school year, Montana school enrollment included 87.2 percent white students, 9.9 percent American Indians, 0.8 percent Asians, 1.5 percent Hispanics, and 0.6 percent black. At the high school level, the percentages are 90.0 percent white, 7.6 percent American Indian, and 2.4 percent other minorities. Because the number of minority students is so low, their annual dropout rates vary widely from year to year and averages over a period of years are more reasonable indicators of the dropout rates. Table 2 lists the dropout rates for 2 years, and the averages for those years.

TABLE K-2: Montana Dropouts by Racial/Ethnic Categories, 1995-96 and 1996-97

	7th & 8th Dropout Rates			High School Dropout Rates		
Category	**1996-97**	**1995-96**	**2-yr Ave.**	**1996-97**	**1995-96**	**2-yr Ave.**
American Indian	2.2%	2.3%	2.2%	19.4%	10.9%	15.2%
Asian	0.0%	0.7%	0.3%	4.1%	6.4%	5.3%
Hispanic	3.1%	2.3%	2.7%	12.0%	13.0%	12.5%
Black	1.1%	2.6%	1.3%	6.0%	13.8%	9.9%
Total Minority	2.2%	2.3%	2.2%	16.2%	10.9%	13.5%
White	0.4%	0.2%	0.3%	4.6%	5.2%	4.9%
Statewide Total	**0.6%**	**0.5%**	**0.6%**	**5.5%**	**5.7%**	**5.6%**

Observations from Table 2

- The lowest average dropout rate is for white students; the Asian rate is nearly as low.
- American Indian students drop out of school at a rate about four to five times that of white students.
- The dropout rates for American Indian, Hispanic, and Black students are higher than Asian and white, but since the total numbers of minorities are very small, the rates will vary widely from year to year.

- When all minorities are combined, the 1996-97 dropout rate is about three times that of white students.

Dropout Rates by Size of District

For the purposes of comparing similar-sized school districts, Montana districts have been identified by size categories based on enrollment numbers.

Elementary Enrollment	High School Enrollment	K-12 Districts
1E=more than 2500 students	1H=more than 1250 students	1K=400 or more students
2E=851 to 2500	2H=401 to 1250	2K=less than 400 fewer
3E=401 to 850	3H=201 to 400	
4E=151 to 400	4H=76 to 200	
5E=41 to 150	5H=5 or fewer	
6E=40 or fewer		

TABLE K-3: Montana Dropout Rate by School District Size

Level	1E 1H	2E 2H	3E 3H	4E 4H	5E 5H	6E	1K	2K
7/8 dropouts								
1996-97 rate	0.7%	0.6%	0.2%	0.6%	0.6%	3.3%	0.8%	0.2%
1995-96 rate	0.3%	0.6%	0.8%	0.8%	0.1%	0.0%	0.8%	0.2%
2-yr average rate	0.5%	0.6%	0.5%	0.7%	0.3%	1.6%	1.8%	0.2%
HS dropouts								
1996-97 rate	6.9%	6.0%	3.5%	3.7%	1.8%	NA	3.8%	2.1%
1995-96 rate	8.2%	4.5%	4.2%	2.9%	3.2%	NA	3.9%	1.2%
2-yr average rate	7.6%	5.2%	3.9%	3.3%	2.5%	NA	3.8%	1.6%
Students								
Percent of total dropouts								
1996-97	55.0%	22.6%	7.1%	6.9%	1.3%	0.1%	5.1%	1.5%
1995-96	61.0%	16.6%	9.1%	5.6%	1.7%	0.0%	5.2%	0.8%
2-yr average	58.0%	19.6%	8.1%	6.7%	1.5%	0.0%	5.1%	1.1%
Percent of total enrollment								
1995-96	38.0%	21.5%	11.3%	12.4%	4.8%	1.0%	7.2%	3.7%
1996-97	39.8%	21.8%	11.4%	10.9%	3.9%	0.5%	7.6%	4.3%
2-yr average	38.9%	21.6%	11.3%	11.6%	4.4%	0.7%	7.4%	4.0%

Observations from Table 3

- The largest districts (1E and 1H) had the highest average high school dropout rate of 6.9 percent.
- The extremely small numbers at the 7th and 8th grade level results in wide variations in the data.
- The largest districts have 40 percent of the enrollment and 55 percent of the dropouts.

Conclusion

The goal of gathering dropout information is to identify where and when students drop out of school and to use this knowledge to help keep them in school. Students with certain characteristics - poor and minority groups - are more at risk of becoming dropouts. But a majority of dropouts come from middle income families, are white, and often are not failing their courses. Studies suggest widespread differences in the impacts of at-risk factors on different types of students. Each community needs to learn the unique reasons why students drop out of their schools. Common solutions will not serve all communities. Many questions still need to be asked to learn more about better solutions for students than dropping out.

- Why do students quit school?
- Why is the dropout rate high for minority groups in Montana?
- What policies or alternative programs are in place at schools with low dropout rates?
- What interventions best address the local predictors of dropping out?
- How does moving from school to school impact dropping out?
- How does retaining students impact dropping out?
- How do discipline practices impact dropping out?
- What can communities do to lower the dropout rate in all categories?
- What resources are available for dropout prevention?

As communities work to improve their schools, they need to consider the answers to these questions. They may not be able to change students' background factors that lead to dropping out of school, but they can positively impact the futures of the students by designing interventions to keep them in school and perhaps break the cycle of at-risk factors.

Appendix L

Expenditures and Revenue per Student

Definitions of Expenditure and Revenue Categories

Guidance to school districts for reporting school district expenditures is provided through training on the use of the *Montana School District Accounting Manual*. Expenditures are reported by function and object. While the manual provides general guidance, school district practices may vary in the reporting of expenditures. For example, phone lines to the classroom. One school district may report the expenditure as instruction, another district as administration, and a third district as operation and maintenance.

It is important to recognize these variations in reporting practices may skew the data for district-by-district comparisons, but should not account for significant differences in expenditures by function or object within school size categories.

Function – A classification which identifies the purpose of an expenditure.

Instruction includes the activities dealing directly with the interaction between teachers and students. Instruction is not limited to the classroom; it may occur in a variety of locations and mediums through which students learn.

Student and staff services are those services which provide support to facilitate and enhance instruction, such as guidance counseling, health services, psychological services, speech therapy and audiology, curriculum development and staff development services, and library and educational media services.

General administration includes activities concerned with the central office of the school district, including the district superintendent, school trustees, business functions, information services, and staff services.

School administration includes those activities associated with the administration of a single school, including the principal's office and any department chairpersons.

Building operations and maintenance are those activities associated with operating and maintaining the physical plant, equipment and grounds.

Pupil transportation services are those services that convey students to and from school. It also includes transportation to and from extracurricular activities and athletics.

Facilities and Bonds includes facilities acquisition, construction services and debt service payments.

Other includes food, extracurricular, enterprise, and community services. It also includes prior period expenditure adjustments.

Object — Classification which identifies the nature of the item purchased or service obtained.

Salaries and Benefits includes salaries, retirement, and health insurance benefits for teachers, specialists, aides, custodians, cooks, coaches, administrators, and secretarial staff.

Purchased Services includes expenditures for auditors, attorneys, architects, energy, repair, transportation, property and liability insurance, communications, printing, and training services.

Supplies and Minor Equipment includes instructional and building maintenance supplies, books, periodicals, food, vehicle fuel, computer software, and minor equipment.

Capital Outlay includes expenditures for the purchase of land, buildings, improvements, and major equipment such as furniture and vehicles.

Debt Service includes principal and interest paid on bonds, long term loans with the Board of Investments or long term capital leases.

Revenue – Taxes, fees, investment earnings, and other monies that are distributed to the school district. Revenue does not include transfers of monies among accounts within the district.

State Aid to Schools – Monies that are distributed to a school district from the state to support the district general fund, special education, debt service, adult basic education, gifted and talented, drivers education, transportation, vocational education and other programs.

County Distribution – County taxes and other monies that are distributed to a school district to support the retirement and transportation programs.

Non-Levy Revenue – Local revenues other than property taxes that are distributed to a school district, including motor vehicle fees, natural resource production taxes, tuition, investment earnings, food services monies, personal property tax reimbursements, corporate license taxes, fees for services, rental income, and other revenue.

Property Tax – Revenue from the taxation of property, including commercial and residential real estate, personal property, heavy motor vehicles, gross proceeds of metal mines and net proceeds of certain minerals.

Federal Revenue – Monies that are distributed to a school district for specific federal programs, including Title I of the Elementary and Secondary Education Act, Head Start, Vocational Education, Adult Education, Child Nutrition, School Foods, Federal Impact Aid, and the Individuals with Disabilities Education Act.

Appendix L

Per Pupil Expenditures by Function, 1996-97

DOLLARS EXPENDED

Description	ANB	Instruction	Student Services	General Admin	Building Admin	Building O& M	Pupil Transport	Other	Bonds/ Facilities	Total
ELEMENTARY										
Elem. > 2500 ANB	40,796	$2,980	$492	$134	$285	$450	$170	$167	$241	$4,918
Elem. 851-2500 ANB	24,993	$2,944	$414	$209	$303	$474	$218	$248	$290	$5,101
Elem. 401-850 ANB	12,810	$3,258	$381	$295	$291	$484	$273	$330	$160	$5,473
Elem. 151-400 ANB	15,459	$3,029	$255	$385	$228	$477	$263	$376	$253	$5,267
Elem. 41-150 ANB	6,391	$3,401	$193	$574	$196	$595	$468	$430	$231	$6,088
Elem. 40 ANB or less	1,696	$3,271	$106	$439	$48	$654	$495	$98	$97	$5,210
Total Per Elem. Pupil	102,145	$3,045	$398	$243	$272	$477	$233	$254	$242	$5,163
HIGH SCHOOL										
H.S. > 1250 ANB	21,977	$3,279	$512	$265	$275	$610	$191	$428	$346	$5,905
H.S 401-1250 ANB	10,144	$2,997	$436	$254	$388	$685	$371	$495	$243	$5,870
H.S. 201-400 ANB	5,772	$3,272	$416	$424	$391	$756	$431	$695	$320	$6,707
H.S. 76-200 ANB	5,234	$3,926	$391	$768	$424	$866	$691	$736	$290	$8,091
H.S. 75 ANB or less	1,591	$5,473	$380	$1,359	$267	$1,408	$841	$1,112	$324	$11,164
Total Per H.S. Pupil	44,718	$3,368	$464	$381	$333	$704	$344	$538	$312	$6,444
K-12 400 ANB or more	11,672	$2,841	$294	$242	$296	$527	$296	$353	$179	$5,029
K-12 < 400 ANB	6,199	$3,848	$303	$783	$226	$834	$517	$660	$220	$7,391
Total Per K-12 Pupil	17,871	$3,190	$297	$430	$272	$634	$372	$459	$193	$5,848
Total Per MT Pupil	164,734	$3,148	$405	$301	$288	$555	$278	$353	$256	$5,585

PERCENT ALLOCATION

Description	Instruction	Student Services	General Admin	Building Admin	Building O & M	Pupil Transport	Other	Bonds/ Facilities
Elementary > 2500 ANB	60.6%	10.0%	2.7%	5.8%	9.2%	3.5%	3.4%	4.9%
Elementary 851-2500 ANB	57.7%	8.1%	4.1%	5.9%	9.3%	4.3%	4.9%	5.7%
Elementary 401-850 ANB	59.5%	7.0%	5.4%	5.3%	8.8%	5.0%	6.0%	2.9%
Elementary 151-400 ANB	57.5%	4.8%	7.3%	4.3%	9.1%	5.0%	7.1%	4.8%
Elementary 41-150 ANB	55.9%	3.2%	9.4%	3.2%	9.8%	7.7%	7.1%	3.8%
Elementary 40 ANB or less	62.8%	2.0%	8.4%	0.9%	12.6%	9.5%	1.9%	1.9%
Total Per Elementary Pupil	59.0%	7.7%	4.7%	5.3%	9.2%	4.5%	4.9%	4.7%
High School > 1250 ANB	55.5%	8.7%	4.5%	4.7%	10.3%	3.2%	7.2%	5.9%
High School 401-1250 ANB	51.0%	7.4%	4.3%	6.6%	11.7%	6.3%	8.4%	4.1%
High School 201-400 ANB	48.8%	6.2%	6.3%	5.8%	11.3%	6.4%	10.4%	4.8%
High School 76-200 ANB	48.5%	4.8%	9.5%	5.2%	10.7%	8.5%	9.1%	3.6%
High School 75 ANB or less	49.0%	3.4%	12.2%	2.4%	12.6%	7.5%	10.0%	2.9%
Total Per High School Pupil	52.3%	7.2%	5.9%	5.2%	10.9%	5.3%	8.3%	4.8%
K-12 400 ANB or more	56.5%	5.9%	4.8%	5.9%	10.5%	5.9%	7.0%	3.6%
K-12 < 400 ANB	52.1%	4.1%	10.6%	3.1%	11.3%	7.0%	8.9%	3.0%
Total Per K-12 Pupil	54.6%	5.1%	7.4%	4.6%	10.8%	6.4%	7.9%	3.3%
Total Per Montana Pupil	56.4%	7.3%	5.4%	5.2%	9.9%	5.0%	6.3%	4.6%

Source: Trustees Financial Summary, Montana K-12 Public Schools, 1996-97

Appendix L

Per Pupil Expenditures by Object, 1996-97

DOLLARS EXPENDED

Description	ANB	Salaries & Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total Expended Per ANB
Elementary > 2500 ANB	40,796	$3,934	$441	$259	$115	$169	$4,918
Elementary 851-2500 ANB	24,993	$3,916	$388	$383	$264	$150	$5,101
Elementary 401-850 ANB	12,810	$4,235	$482	$447	$192	$116	$5,473
Elementary 151-400 ANB	15,459	$3,884	$542	$475	$164	$201	$5,267
Elementary 41-150 ANB	6,391	$4,338	$725	$623	$238	$164	$6,088
Elementary 40 ANB or less	1,696	$3,421	$985	$550	$217	$37	$5,210
Total Per Elementary Pupil	102,145	$3,977	$475	$373	$178	$160	$5,163
High School > 1250 ANB	21,977	$4,318	$752	$399	$175	$261	$5,905
High School 401-1250 ANB	10,144	$4,182	$597	$572	$367	$152	$5,870
High School 201-400 ANB	5,772	$4,586	$935	$596	$433	$157	$6,707
High School 76-200 ANB	5,234	$5,520	$1,109	$848	$439	$175	$8,091
High School 75 ANB or less	1,591	$7,654	$1,593	$1,243	$382	$291	$11,164
Total Per High School Pupil	44,718	$4,581	$812	$546	$290	$214	$6,444
K-12 400 ANB or more	11,672	$3,769	$537	$419	$172	$130	$5,029
K-12 < 400 ANB	6,199	$5,290	$860	$803	$283	$154	$7,391
Total Per K-12 Pupil	17,871	$4,297	$649	$552	$210	$139	$5,848
Total Per Montana Pupil	164,734	$4,176	$586	$440	$212	$172	$5,585

PERCENT ALLOCATION

Description	Salaries & Benefits	Purchased Services	Supplies	Capital Outlay	Other
Elementary > 2500 ANB	80.0%	9.0%	5.3%	2.3%	3.4%
Elementary 851-2500 ANB	76.8%	7.6%	7.5%	5.2%	2.9%
Elementary 401-850 ANB	77.4%	8.8%	8.2%	3.5%	2.1%
Elementary 151-400 ANB	73.7%	10.3%	9.0%	3.1%	3.8%
Elementary 41-150 ANB	71.3%	11.9%	10.2%	3.9%	2.7%
Elementary 40 ANB or less	65.7%	18.9%	10.5%	4.2%	0.7%
Total Per Elementary Pupil	77.0%	9.2%	7.2%	3.4%	3.1%
High School > 1250 ANB	73.1%	12.7%	6.8%	3.0%	4.4%
High School 401-1250 ANB	71.2%	10.2%	9.7%	6.3%	2.6%
High School 201-400 ANB	68.4%	13.9%	8.9%	6.5%	2.3%
High School 76-200 ANB	68.2%	13.7%	10.5%	5.4%	2.2%
High School 75 ANB or less	68.6%	14.3%	11.1%	3.4%	2.6%
Total Per High School Pupil	71.1%	12.6%	8.5%	4.5%	3.3%
K-12 400 ANB or more	75.0%	10.7%	8.3%	3.4%	2.6%
K-12 < 400 ANB	71.6%	11.6%	10.9%	3.8%	2.1%
Total Per K-12 Pupil	73.5%	11.1%	9.4%	3.6%	2.4%
Total Per Montana Pupil	74.8%	10.5%	7.9%	3.8%	3.1%

Source: Trustees Financial Summary, Montana K-12 Public Schools, 1996-97

Per Pupil Revenue, 1996-97

DOLLARS RECEIVED

Description	ANB	Property Tax	Non Levy Revenue	County Revenue	State Revenue	Federal Revenue
Elementary > 2500 ANB	40,796	$1,417	$349	$481	$2,337	$384
Elementary 851-2500 ANB	24,993	$1,083	$392	$482	$2,476	$669
Elementary 401-850 ANB	12,810	$1,217	$539	$560	$2,457	$965
Elementary 151-400 ANB	15,459	$1,234	$436	$498	$2,548	$713
Elementary 41-150 ANB	6,391	$1,752	$648	$597	$2,520	$668
Elementary 40 ANB or less	1,696	$1,904	$512	$540	$2,341	$301
Total Per Elementary Pupil	102,145	$1,312	$418	$502	$2,429	$593
High School > 1250 ANB	21,977	$1,808	$621	$570	$2,809	$291
High School 401-1250 ANB	10,144	$1,329	$597	$575	$3,109	$385
High School 201-400 ANB	5,772	$1,557	$1,014	$646	$3,102	$383
High School 76-200 ANB	5,234	$1,897	$772	$784	$3,879	$968
High School 75 ANB or less	1,591	$2,838	$1,106	$1,101	$5,315	$1,119
Total Per High School Pupil	44,718	$1,714	$701	$625	$3,129	$433
K-12 400 ANB or more	11,672	$1,201	$386	$503	$2,663	$358
K-12 < 400 ANB	6,199	$2,153	$1,025	$727	$3,105	$550
Total Per K-12 Pupil	17,871	$1,532	$608	$581	$2,816	$424
Total Per Montana Pupil	164,734	$1,445	$515	$544	$2,661	$531

PERCENT ALLOCATION

Description	Property Tax	Non Levy Revenue	County Revenue	State Revenue	Federal Revenue
Elementary > 2500 ANB	28.5%	7.0%	9.7%	47.0%	7.7%
Elementary 851-2500 ANB	21.2%	7.7%	9.4%	48.5%	13.1%
Elementary 401-850 ANB	21.2%	9.4%	9.8%	42.8%	16.8%
Elementary 151-400 ANB	22.7%	8.0%	9.2%	46.9%	13.1%
Elementary 41-150 ANB	28.3%	10.5%	9.7%	40.7%	10.8%
Elementary 40 ANB or less	34.0%	9.1%	9.7%	41.8%	5.4%
Total Per Elementary Pupil	25.0%	8.0%	9.6%	46.2%	11.3%
High School > 1250 ANB	29.6%	10.2%	9.3%	46.1%	4.8%
High School 401-1250 ANB	22.2%	10.0%	9.6%	51.9%	6.4%
High School 201-400 ANB	23.2%	15.1%	9.6%	46.3%	5.7%
High School 76-200 ANB	22.9%	9.3%	9.4%	46.7%	11.7%
High School 75 ANB or less	24.7%	9.6%	9.6%	46.3%	9.8%
Total Per High School Pupil	26.0%	10.6%	9.5%	47.4%	6.6%
K-12 400 ANB or more	23.5%	7.6%	9.8%	52.1%	7.0%
K-12 < 400 ANB	28.5%	13.6%	9.6%	41.1%	7.3%
Total Per K-12 Pupil	25.7%	10.2%	9.7%	47.2%	7.1%
Total Per Montana Pupil	25.4%	9.0%	9.5%	46.7%	9.3%

Source: Trustees Financial Summary, Montana K-12 Public Schools, 1996-97

STUDENT/TEACHER RATIO & RANGE 1996-97

	ELEMENTARY			HIGH SCHOOL			RANGE OF STUDENT/TEACHER RATIOS								
District Size Category	Teacher FTE	Student Enrollment	Student/ Teacher Ratio	Teacher FTE	Student Enrollment	Student/ Teacher Ratio	Elem - K-6 Range -Student/Teacher Ratio-			Middle - 7/8 Range -Student/Teacher Ratio-			High School Range Student/Teacher Ratio		
1E, 1H	2,252.8	38,465	17.1	1,231.3	21,732	17.6	12.8	to	22.5	14.1	to	20.0	14.4	to	20.8
2E, 2H	1,444.1	23,833	16.5	580.6	10,093	17.4	13.7	to	21.0	8.7	to	22.8	12.7	to	21.9
3E, 3H	788.4	12,223	15.5	379.8	5,631	14.8	6	to	23.8	8.7	to	22.0	10.9	to	21.2
4E, 4H	951.4	14,157	14.9	409.4	5,059	12.4	9.2	to	22.7	7.1	to	26.0	8.8	to	16.8
5E, 5H	580.3	6,450	11.1	190.6	1,582	8.3	3.1	to	21.6	4.3	to	18.5	5.5	to	14.1
6E	180.4	1,556	8.6				1	to	16.8	4.0	to	4.0			
1K	478.2	7,623	15.9	237.4	3,753	15.8	13	to	20.1	12.7	to	20.6	12.1	to	17.8
2K	325.8	3,878	11.9	217.2	2,057	9.5	4	to	20.5	5.9	to	19.0	4.0	to	14.0
OVERALL	7,001.4	108,184	15.5	3,246.3	49,907	15.4	1	to	23.8	4.0	to	26.0	4.0	to	21.9

**Excludes PreK and 1/2 Kindergarten*

Appendix N

Special Education Disability Categories

Students with disabilities are eligible to receive special education and related services if they are in need of special education, and if their disabilities meet the criteria for one or more of thirteen disability groupings. Special education means specially designed instruction, given at no cost to the parents or guardians, to meet the unique needs of a child with disabilities. The thirteen disability groupings shown below determine eligibility for special education, while the educational needs of the student determine the types and location of services and instruction.

Autism means a developmental disability that significantly affects verbal and nonverbal communication and social interaction, that is generally evident before 3 years of age, and that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environment change or to change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

Child with a disability means a child evaluated in accordance with the regulations of the Individuals With Disabilities Education Act as having cognitive delay; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairments; deaf-blindness; multiple disabilities; or specific learning disabilities and who because of those impairments needs special education and related services. A child who is 5 years of age or younger may be identified as a child with disabilities without the specific disabilities being specified.

Cognitive delay means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication problems and other developmental and educational problems that the problems cannot be accommodated in special education programs solely for children with deafness or for children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, in a manner that adversely affects the child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not include social maladjustment, unless it is determined that the child is emotionally disturbed.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included within the definition of deafness.

Orthopedic impairment means a severe orthopedic disability that adversely affects a child's educational performance. The term includes but is not limited to impairment caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., fractures or burns that cause contractures, amputation, or cerebral palsy).

Other health impairment means limited strength, vitality, or alertness because of chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, that adversely affects a child's educational performance.

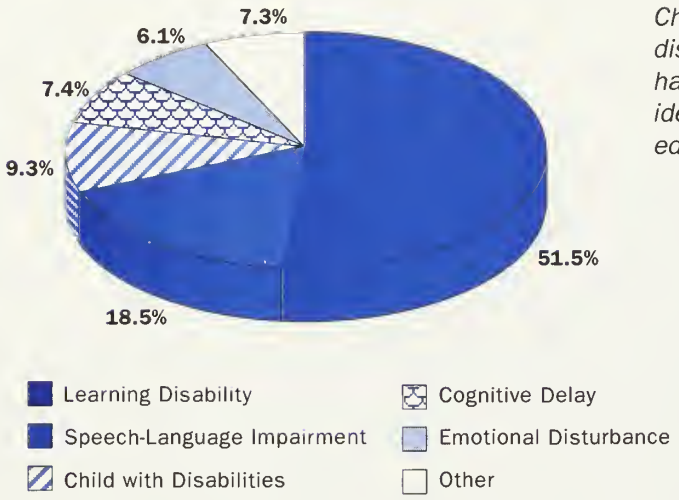
Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes but is not limited to such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; cognitive delay; or environmental, cultural, or economic disadvantages.

Speech-language impairment means a communication disorder, such as stuttering, impaired articulation, or a language or voice impairment, that adversely affects a child's interpersonal relationships or educational performance.

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries that are induced by birth trauma.

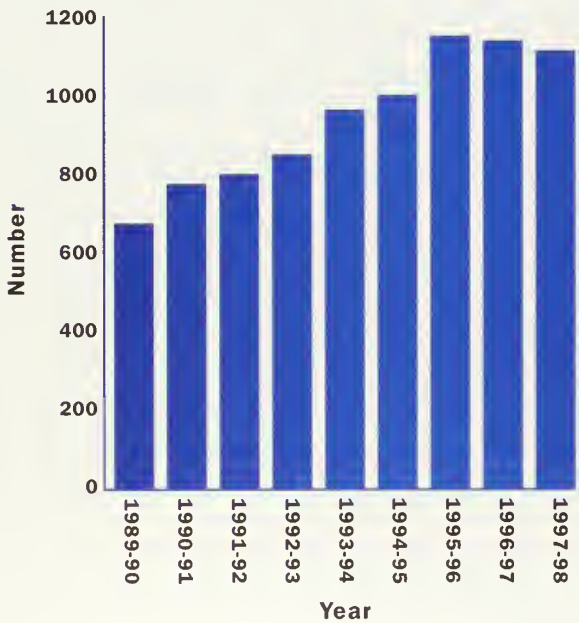
Visual impairment means an impairment that, after correction, adversely affects a child's educational performance. The term includes both partial blindness and blindness.

CHART N-1: Students Identified by Special Education Disability Categories, 1996-97



Children with learning disabilities represent over half the students identified for specialf education services.

CHART N-2: Special Education Students with Emotional Disturbance by School Year



Nancy Keenan, Superintendent
PO Box 202501
Helena, MT 59620-2501

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